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ABSTRACT

This handbook for secondary teachers contains activities, exercises, and strategies designed to make more obvious and concrete the opportunities local communities and states provide for students to learn about and to participate in global affairs. A major objective is to help high school students develop the competencies needed to identify and to assess the significance of the contacts and connections between life in their states and hometowns and life in cities and villages around the world. Each of the 33 activities included in the handbook is self-contained with objectives, materials needed, and suggested procedures for classroom use. Many different kinds of activities are included. For example, in one activity students use a questionnaire to survey local civic, service, or religious organizations to determine ways they are linked to the world. Students organize the data from the questionnaires into charts and tables which they then analyze. In the "Take a Trip Abroad" activity students fill out a passport application, make plans for an imaginary trip, keep a record of their trip, and analyze passport information for their state. Other activities help students assess the impact of foreign students, recent immigrants, and ethnic restaurants on Indiana and its communities. In addition, ethnic ties and language influences are examined. Although the handbook was written for Indiana teachers, teachers from other states can easily use or adapt the activities. (Author/RM)

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Indiana in the World

Division of Curriculum
Indiana Department of Public Instruction
Harold H. Negley, Superintendent

December, 1978

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ACKNOWLEDGEMENTS

Indiana in the World is an adaptation of a larger experimental volume entitled *Your State in the World*, developed for the Council of Chief State School Officers for their meeting at Pinehurst, NC.

This handbook is a result of a cooperative effort involving the Curriculum Division of the Indiana Department of Public Instruction and the Mid-America Program for Global Perspectives in Education at Indiana University. Robert Erickson and Jane Lowrie did most of the planning, selecting, adapting and necessary rewriting.

The idea of identifying links between Hometown, U.S.A., and the world and of viewing these links as providing opportunities for learning about and participating in global affairs stems largely from the work of Chadwick Alger, director of the Program of Transnational Intellectual Cooperation in the Policy Sciences, Mershon Center, Ohio State University.

Indiana in the World is designed to provide educators with practical assistance in their efforts to prepare children and youth for responsible citizenship in a global age.

James Becker, Director
Mid-America Program for Global
Perspectives in Education

FOREWORD

Due to the energy crisis, world food shortages and other diminishing natural resources, we can no longer ignore our global interdependence. Students in social studies courses need to study the many ways other peoples affect their lives. Their futures may depend on such knowledge.

In a recent conference at Pinehurst, NC, the Council of Chief State School Officers identified several areas of concern in global education. It was determined that each state would develop classroom packets to focus on these concerns. Activities are included in this handbook to help assess the impact of foreign students, multinational corporations, recent immigrants, ethnic restaurants, television programs, etc., on Indiana and its communities. In addition, ethnic ties, language influences and links of local, civic and service organizations are examined.

This handbook is intended to provide active student involvement at home and in the community and can provide for parent participation and senior citizen inputs. We trust you will find it worthwhile in developing increased global awareness and understanding.

RESPONSIBLE TRANSNATIONAL PARTICIPATION: A NEW DIMENSION OF CITIZENSHIP

International trade and travel, newspaper headlines, exchange students, multinational corporations and TV today provide millions of Americans with information and experiences which 20 years ago would have seemed unreal or impossible. These developments affecting hometowns everywhere (like the networks of jet airplane routes, oil pipelines, giant ships, instantaneous global communication and intercontinental missiles) have largely eliminated the cushion of space that once separated nations and people. This means that today all of us are affected by, and in turn have some opportunities to influence, global affairs.

The nation's schools bear a major responsibility for preparing children and youth to live in this complex, interrelated world. This involves knowledge, acceptance and appreciation of diverse cultures — whether they be from within the community, from within the nation or within the world community. It means understanding the technological developments that are shrinking time and space; and learning to analyze and to participate in efforts to solve world problems.

Opportunities for children and youth to learn about and to participate in the social and economic processes of our increasingly interdependent world must be made more visible and concrete. Local communities and states are good places to start. Volkswagens, Toyotas, toys, cameras, bananas, tea, coffee, churches, Rotary clubs and a host of other organizations and products provide links between our hometowns and villages and cities the world over. Most Americans trace their heritage to some other country or some other area of the world. The territories our states now occupy were once occupied by other peoples and nations. Our history, our livelihood today and many of our religious, scientific and cultural activities link us with other peoples, with other cities and with other nations throughout the world.

Preparing young people for effective and responsible participation in today's world includes helping them develop the competencies needed to identify and to assess the significance of the contacts and connections between life in their states and hometowns and life in cities and villages around the world.

This handbook is designed to provide educators at the local and state level with practical assistance in their efforts to prepare children and youth for responsible citizenship in a global age. It includes a number of activities, exercises and strategies designed to make more obvious and concrete the opportunities local communities and states provide to learn about and to participate in global affairs. It is an outgrowth of a number of specific successful experiences. It is intended to both allow others to profit from those experiences and to stimulate them to experiment further with ways of helping students prepare for a future which will be their present.

HOW TO USE THIS BOOKLET IF YOU ARE A SOCIAL STUDIES TEACHER

The activities in this booklet are written for use by the classroom teacher. The emphasis is on student involvement to increase awareness and understanding concerning our growing ties to the rest of the world. There are activities at different levels of difficulty and topics that can be used in a wide range of social studies classes. Each activity is self-contained, with objectives, materials needed and suggested procedures for classroom use.

A few of the activities ask the students to gather data. When time is a factor, teachers may want to obtain the data themselves before starting the activity. Activities concerned with ties to the world today require constant updating. The scene is changing so rapidly that materials quickly lose their relevance. The collection of data is an ongoing process. The teacher may find, as we did, that once you start looking, there is a wealth of information in sources, periodicals, and government and business publications. A list of sources is included to aid the teacher in the data collecting process.

We hope this material will be a starting point for teachers to develop their own activities. Included are suggestions for activities that time and space would not allow us to include.

The activities in this booklet are ready for classroom use. Teacher and student participation will help to increase awareness of ways Indiana has ties with the world and the ties the world has with Indiana. We welcome comments from teachers about how various activities can be improved and expanded. After all, "none of us is as smart as all of us!"

ACTIVITIES

LINKS BETWEEN OUR COMMUNITY AND THE WORLD: THE MEANING OF INTERDEPENDENCE

Objectives

1. Students will survey and analyze their community for foreign-made products, foreign influence and involvement.
2. Students will compile the data gathered in the survey of the community into tables, graphs and charts.
3. Students will develop maps showing the flow of people and products to and from their community.
4. Students will develop a definition of "interdependence."

Procedure: This activity requires the students to look closely at their own community and the degree to which people and goods from other areas of the world are a part of that community. The activity can vary from a simple approach, such as the counting of foreign-made cars in the school parking lot and the number of foreign food restaurants listed in the yellow pages, or it can be extended to an in-depth study of the community. An in-depth study would involve the class going into the community over an extended period of time to study such factors as: monetary value of foreign trade; number of foreign-born in the community; number of foreign visitors yearly; number of applications for passports; bank loans to foreign sources; monetary value of church donations to foreign areas; location of ethnic neighborhoods. Several classes, as well as people outside of the school, might be involved in such an undertaking.

You may want to begin this activity with a survey of your school. Then, after initially involving the students in their own "world," proceed to a wider study of the community. The depth in which you survey is dependent upon the time you allot to the study, the needs of your students and the availability of source material.

A Beginning: Conduct a survey of any or all of the following facets of global interdependence in the school:

1. Number and home country of foreign exchange students attending school.
2. Number and makes of foreign-made cars in the school parking lot.
3. Country of manufacture of equipment used in school.
   a. audiovisual equipment
   b. sports equipment
   c. science equipment
   d. industrial arts equipment
   e. home economics equipment
   f. secretarial equipment
4. Conduct a survey of the number of people in school who have traveled abroad. List some of the reasons for their travel and the areas of the world visited.
5. Construct a survey to discover the extent to which foreign-made items are in the homes of students.

Analyze the data received from the surveys by having student groups organize the data into tables, graphs and charts. Analyze the data through class discussions in the following terms:

1. How much interrelationship exists between the United States, other countries and the students?
2. Who is involved in bringing about these exchanges of people and goods?
3. How dependent are the school and its students on foreign-made equipment?
4. How do such exchanges affect the lives of those involved?

Have students develop a map to show the transnational interactions that affect their school. Use outline maps of the world, having the students draw lines from the country of origin of a piece of equipment to the port of entry into the United States to the school. The students should hypothesize about the meaning and effect of this interdependence in terms of jobs created, money flow, use of natural resources, benefits received by all involved and any other concepts that would aid your class.

1. Have the students then write an individual definition of "interdependence."
2. Divide the class into groups of five to eight students. Each group is to discuss their definitions and then come up with a group definition for "interdependence."
3. Have the class as a whole discuss each group's definition and then write an acceptable class definition for "interdependence." Remember that a clear definition should contain terms, the meanings of which are also clear to the class. To define an unclear term using other vague concepts does not represent progress.

At this point, the activity can be concluded, or you

may wish to extend the study into the community. An undertaking of this nature will not only be valuable for the students in learning about the global interdependence of the community and the workings of the local community but can also be a valuable service to the community. Indeed, organizations outside the school could be involved in this undertaking.

YOU AND THE WORLD: WHAT LINKS ARE IMPORTANT TO YOU?

Objectives

1. Students will list at least 10 ways their lives are linked to the world.
2. Students will categorize the things listed into three categories (very important; no strong feeling either way; not very important).
3. Students will draw conclusions about how important their involvements in the rest of the world are to them.

Materials Needed: Paper and pencils

Procedure: Ask students to list at least 10 (more if they can) ways their own lives are linked to the world. Then ask them to indicate how important these things are to them personally. Arrange the items in the following categories: very important, no strong feeling either way, not very important.

Then have the students write a short paragraph on how their links to the world affect their lives.

Possible Variation: Try to have students list 10 ways their lives are linked to the world and indicate importance *before* they have done any activities. Save the list; have them make a second list after you have completed the activities. Return the first list and have them compare the two lists and discuss in their paragraphs what they have learned about how important the world is to their lives.

Have students ask a parent or adult to list 10 ways their lives are linked to the world and indicate how important they are. Have the students compare their list to the adult list. Are the links similar or different? Do the adults value the same things as they do? How might they explain this?

Speculate how the links they listed affect the lives of people in other countries; or how these links affect their community. Do any of the links listed provide opportunities to influence some worldwide activity? How?

Examples — hosting a foreign student; contributing to disaster relief; presenting an argument for a particular policy; joining a coffee boycott; planning a trip abroad; purchasing a foreign-made product.

AROUND THE WORLD WITH A DAILY NEWSPAPER

Objectives

1. Given a copy of an Indianapolis daily newspaper, students will discover ways in which the Indianapolis area is involved in the world.
2. Students will see how other parts of the world affect their daily lives.

Materials Needed: Each student (or group of two or three, if class works well that way) should have one copy of a daily newspaper. Since it is usually not practical to have Sunday editions in the classroom, the larger weekday issues are recommended. Both *The Star* and *The News* can be used for the introductory exercise, as they differ in the choice of articles they offer. You might choose from a combination of the Wednesday afternoon *News* and the Thursday morning *Star*, because together they provide the most actual pages to work with.

Procedure: Have each student (or group) clip all articles that (1) deal with something related to a foreign country *and* (2) affect him or her personally. See what kind of articles they pick out based on this bare-bones instruction. (If they cannot find anything that they believe affects them personally, then they really need this unit!) If they get bogged down, a few questions like this will get them started again:

- Is anyone from here going to (or has anyone come from) another country?
- Do you see anything about foreign products which you might use?
- What country mentioned in the paper is farthest away from here? (OR: farthest in terms of how people live?) Can you think of anything at all that you know about that country? Can that possibly have anything to do with our country?
- Can you find anything in the grocery ads (OR automobile ads OR want ads, etc.) that relates to a foreign country?

As articles are located, they can be mounted around a large world map on the bulletin board, with a string linking the article with the country involved. Have each student pick one article and tell why he is interested in it and how it affects our lives. Limit the talks to two minutes. More than one student may choose the same article, if the reasons are different.

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As the study progresses, a collage of articles can be added to the map or to a globe which can hang as a mobile, thus reminding students of the wealth of information about the world available each day in the newspaper. It will continually excite and stimulate research on the part of the students.

The following activities can be used as options to this newspaper activity.

Optional Newspaper Activity

Procedure:

1. Have the students keep a daily log of their local newspapers for a period of a week or longer. Maps should be posted as compiled.
2. At the end of this period, the class should be ready for this type of analysis:

   a. Rank the parts of the world according to the amount of coverage each had in your local paper at this time. Regional divisions such as these could be used: West Europe, East Europe, Asia, sub-Sahara Africa, South America, Central America, Canada, Middle East. . . .

   b. What part(s) of the world seem to be having the most consequences for your future? Note the "circled" event(s) on each map.

   c. Take your pile of articles which reported events you felt were most likely to have vital consequences for you in the future.

      Categorize these articles into the types of events they represent (human rights, distribution of natural resources, energy, etc.).

      What kinds of global problems do you see that you are most concerned about? What have other classmates chosen? Prepare an argument for your choice and debate with someone who has made another type of choice.

   d. Do you feel your local newspaper has provided you with adequate coverage of this vital global problem? What else do you think you should know about it? Make a list of the possible sources in your community for receiving this kind of information (possible individuals, as well as organizations, communication media, etc.).

3. If your community has both weekly and daily newspapers, follow the above procedure in analyzing both. Compare the findings.
4. Do you feel your local newspapers are providing you with adequate global coverage? What suggestions would you like to make to the publishers?

   Perhaps members of the class would like to become contributors to the newspaper to better inform the local community about their global community. Such a contribution might take the form of an information column which, in each issue, presents an overview of a different country or city abroad, with special emphasis on events that are likely to affect local residents, however indirectly. Or, students may wish to "profile" organizations, industries and individuals whom the class has discovered to be especially active globally.

Optional Activity

Procedure: Students might research the attention given to international events or issues by the media. They would use this instrument for a specific amount of time.

Student's Name _____

Media (e.g., CBS evening news, local morning newspaper, *Time* magazine) _____

Date	% of time or space devoted to global events	% of time or space devoted to national events	% of time or space devoted to local events

In reporting *global events*, what percentage of time or space was

Date	related to conflict	related to economics	related to the environment	related to energy problems	related to political relations

Students might then speculate why amounts of time or space were allocated as they were. They might compare the different media for global emphasis.

If changes in the amount of time or space allocated to international events or issues were experienced, students should attempt to determine why. They should then discuss:

- What effect the time or space devoted to global issues has on creating a global awareness.
- What kind of view of the world we get from the media.
- Whether the time and space spent on global issues or events was less five years ago. Why?
- Whether they feel the time and space spent on global issues or events will be greater in the future. Why?
- If they were program directors or editors, would they give more time or space to global issues or events? Why?
- Whether the time or space allocated or issues considered by the media affects our impressions of the world we live in.

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USING FOREIGN MAGAZINES TO IDENTIFY U.S. PRODUCTS SOLD ABROAD

Objectives

1. Students will survey ads for American products in foreign magazines.
2. Students will draw conclusions about how the world depends on U.S. products.
3. Students will speculate on whether these products originating in the U.S. are now produced in other countries.

Materials Needed: Foreign magazines (These may be available in libraries or foreign language departments.)

Procedure: Have students survey ads (for American products) in foreign magazines. (Have them look for products or trademarks they recognize.) Have students report what they find to the class. (If possible, display some examples on the bulletin board.)

Possible discussion questions:

1. What kinds of American products do you see advertised?
2. How much do you think the world depends on U.S. products? Do you think we have adequate information to answer this question? Explain your answer.
3. Though we recognize American brand names, where are these products sometimes produced? (For example, Coke is found around the world. Is it all produced and bottled in the U.S.?)
4. What effect might the widespread use of U.S. products have on the various countries in which they are used?
5. What effects might the foreign countries or firms buying the U.S. products have on the people and businesses in our state who make, transport or sell these exports?
6. What services or other activities might be stimulated by the sale of products?

Possible Variations: The activity could be repeated with the students looking for advertisements or foreign businesses advertising their services to Americans in American magazines. (These particularly appear in business magazines such as *Business Week* or *Forbes*. Another good source is the *New York Times Sunday Magazine*.)

Ask students to consider: What kinds of products and services are offered?

What countries are doing the advertising? Who is going to be attracted to these ads?

How would the U.S. be affected by the importing of these goods and services?

TOP 50

How does your daily reading rate in global terms? Here, in order of circulation, are 50 of the world's biggest publications. M = Monthly, F = Fortnightly, W = Weekly, D = Daily

	Publication	Base	Frequency	Circulation (millions)
1	Readers Digest	USA	M	29.0
2	Pravda	USSR	D	9.0
3	Isvestia	USSR	D	8.4
4	Komsomolskaya Pravda	USSR	D	7.7
5	National Geographic	USA	M	7.6
6	Penthouse	UK	M	6.7
7	Asahi Shimbun	Japan	D	6.5
8	Playboy	USA	M	5.8
9	Good Housekeeping	USA	M	5.7
10	Time	USA	W	5.3
11	News of the World	UK	W	5.2
12	Sunday People	UK	W	4.1
13	Sunday Mirror	UK	W	4.1
14	Hore Zu	W. Germ.	W	4.0
15	Daily Mirror	UK	D	3.9
16	Bild Zeitung	W. Germ.	D	3.6
17	Sunday Express	UK	W	3.5
18	The Sun	UK	D	3.5
19	Peoples Daily	China	D	3.4
20	Radio Times	UK	W	3.4
21	Newsweek	USA	W	3.3
22	TV Times	UK	W	3.2
23	NY Sunday News	USA	W	3.0
24	Mainichi Shimbun	Japan	D	3.0
25	Daily Express	UK	D	2.7
26	Fernsehe woche	W. Germ.	W	2.4
27	Bild am Sonntag	W. Germ.	W	2.3
28	Burda Moden	W. Germ.	M	2.2
29	NY Daily News	USA	D	2.1
30	Modes et Travaux	France	M	1.8
31	Bonne Soiree	France	M	1.7
32	Daily Mail	UK	D	1.7
33	Funk Uhr	W. Germ.	W	1.7
34	Womans Weekly	UK	W	1.7
35	Glamour	USA	M	1.6
36	Nihon Kaizai Shimbun	Japan	D	1.5
37	Sunday NY Times	USA	W	1.5
38	Stern	W. Germ.	M	1.5
39	Brigitte	W. Germ.	F	1.4
40	Bunte	W. Germ.	W	1.4
41	Europa	Belgium	M	1.4
42	Sunday Times	UK	W	1.4
43	Wall Street Journal	USA	D	1.4
44	Daily Telegraph	UK	D	1.3
45	Al Ahram	Egypt	D	1.2
46	Chicago Tribune	USA	D	1.2
47	Los Angeles Times	USA	D	1.2
48	Selecciones de Readers Digest	USA	M	1.2
49	Bild und Funk	W. Germ.	W	1.0
50	Quick	W. Germ.	M	1.0

Notes: 1. For comparison, the biggest publications in Canada, Australia and New Zealand are: Toronto Star (0.8m) Sun News Pictorial (0.6m) and N.Z. Herald (0.2m) respectively. (New Internationalist 0.017m).

2. Sources: BRAD, Advertisers Annual, Publishers, UNESCO.

3. As figures for certain publications were not available this list may not be exhaustive.

U.S. TELEVISION PROGRAMS SEEN AROUND THE WORLD

Objectives

1. Students will read TV schedules from summer Saturday shows in several countries.
2. Students will draw conclusions about the im-

pact of U.S. television on the world.

Materials Needed: The handout with the TV programs.

Procedure: Divide the students into groups, give them the handout and have them answer the following questions:

1. Categorize the U.S. programs seen in the countries indicated. What trends do you notice?
2. What kind of an impression of the U.S. would people in other countries get watching these programs? (Consider such things as life style, family life, the role of men and women, values, etc.) If possible, watch some of these shows and keep a record of what they show about the U.S. How accurate would this impression be?
3. List three things about the U.S. these programs show that could be misunderstood by people in another country.
4. List three TV programs you would rather see exported because they give a more accurate picture of the U.S.
5. What do the TV programs listed show about life in a community similar to yours?

Rhodesia
6:15 Sound Out
6:45 Brady Bunch*
7:15 Nature in Question
7:45 News
8:15 Perry Mason*
9:15 World of Henry Orient

Kenya
6:15 Mke Nyumbanu
6:45 Dick Van Dyke Show*
7:15 Habari
7:30 Soccer (Man. C. v Wolves)
8:30 Theatre "Anowa"
9:30 News
9:45 Movie

New Zealand (TV 1)
6:30 News
7:00 Dick Van Dyke Show*
7:30 Million Dollar Man*
8:30 News
8:35 It's in the Bag
9:05 Morgan – A Suitable Case (movie)
10:45 Edwards on Saturday

Jordan
5:30 Walt Disney*
6:30 News (Hebrew)
7:00 News (Arabic)
7:30 Dad's Army
8:00 Variety
9:00 News
9:05 Movie

USA (NBC)
7:30 Candid Camera
8:00 All in the Family
8:30 The Jeffersons
9:00 Mary Tyler Moore Show
9:30 Bob Newhart Show
10:00 Miss Universe
12:00 News

UK (BBC 1)
6:00 Taras Bulba (movie)*
8:00 Seaside Special
8:55 Starsky and Hutch*
9:50 News
10:00 Soccer (Leeds U. v. West Brom)

Argentina
6:30 El Amor de una Espie (Walter Berry movie)*
8:00 Los Consagrados
9:00 Sonrisas La Pantera Rosa
9:30 Young at Heart (Sinatra movie)*
11:30 Variety
00:30 Vieya Amistad (Bette Davis movie)*

Israel
6:30 Lassie*
7:00 Grand Canyon (documentary)*
7:30 News
8:30 All in the Family*
9:00 News
10:00 Music All the Way
10:45 Country Matters

Brazil (Globo)
6:00 Disneyland*
7:15 Bravo (serial)
8:00 News
8:30 Escalada (serial)
9:00 Kojak*
10:00 Crooks & Coronets*
12:00 Cry Rape*

Singapore (Ch. 5)
7:45 Harry Secombe Show
8:35 Streets of San Francisco*
9:30 News
9:55 Gomer Pyle*
10:25 Callan
11:20 Movie*

Malaysia
7:12 Hogan's Heroes*
8:08 Belejar Tulisan Javi

8:49 Peristiva
9:08 The Main Chance
10:00 News
10:16 Rencana

Australia

6:00 News
6:30 Captain and Tenille*
7:00 Sonny & Cher*
7:30 Streets of San Francisco*
8:30 The Sweeney
9:30 Pendulum (movie)*

Asterisks (*) indicate American-produced programs.

NEWSPAPER ADS PROVIDE INFORMATION ABOUT LOCAL LINKS TO THE WORLD

Objectives

1. Students will clip from the local newspaper ads for products or services from another country.
2. Students will compile these ads in a collage.
3. Students will draw conclusions about how their locale is linked to the world.

Materials Needed: Local newspapers that can be cut up. The teacher should try to provide newspapers for students who may not have them available at home.

Procedure: Ads could be from one day or a week or longer. The students could compile individual collages over a long period of time, or each student could bring an ad on one day and make a class collage. Over a longer period of time, you could make a very large class collage. As the collages are put together, either individually or as the class, the teacher might have students indicate on a map the places of the world that are represented.

Display the completed collage(s) and have students discuss ways their locale is linked to the world.

Possible discussion questions:

1. In what categories can we place these links to the world?
2. Why do we have these links to the world?
3. Which are the most important to you? To your parents? To businesses? Farmers? Workers? Professional people?
4. Which links affect the most people? How are they affected? Is it a positive or a negative affect? Explain your answer.

TRACING A FAMILY TREE

Objectives

1. Students will trace their ethnic heritage by developing a family tree.
2. Students will discuss how families can be affected by their cultural/ethnic heritage.

Procedure: Have students construct a family tree tracing their family's history as far back as possible. They will present these family trees to the class. Students might also compare family histories. (Since certain students might be sensitive about this, it would be best if they volunteer this information.) Students should be encouraged to discuss specific family customs and to compare these with the customs of other students' families. Students might be asked to speculate on:

1. How living in the United States has affected the customs of their family.
2. How their cultural/ethnic heritage has affected their family life.
3. Why specific family customs developed.
4. How their ethnic group has influenced life in their community.
5. The impact of members of their family on the community.

The following is a lesson that can be developed to supplement student efforts in the above activity.

Ethnic Smorgasbord

On a particular day, have students bring in a food or artifacts representative of their ethnic background. They should describe each "ethnic dish" or artifact. You may want students to speculate on the origin of particular recipes or artifacts. To conclude the activity, have students discuss the similarities and differences between the various foods and artifacts.

USING ROAD MAPS TO FIND CITIES WITH FOREIGN NAMES IN YOUR STATE

Objectives

1. Students will analyze a map of their state for cities that are named for cities in other countries.
2. Students will analyze a map of their state for names of cities that are from words from other languages.
3. Students will categorize their data.
4. Students will draw conclusions about the relationship between other areas of the world and the cities they have identified.

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Indiana SPEAKS Foreign Languages Everyday

Δ - Towns with Spanish names

O - Towns with German names

* - Towns with French names

II - Towns with Latin or Greek names.

3. Students will analyze what they have learned.

Materials Needed: Through the school system, colleges, churches or local organizations that sponsor exchange programs, identify foreign students that might be willing to visit your classroom.

Procedure: If the school is interested in becoming involved, the student leadership might help to organize an International Day. Students within a reasonable driving distance are invited to visit the school for a day. With a student from the host school, the exchange students would visit various classes during the day, talking and answering questions. A schedule should be established so teachers who want students to visit their classes will know who is coming each period. At the end of the school day, you could have an informal gathering or a dance in the evening where students could meet and talk with visiting students. This kind of undertaking requires the support and involvement of the school and student leaders.

Exchange students in your community can be invited to speak to individual classes. Students should be prepared for a class discussion. You might ask the students what it would be like if they had to go in front of a class in another country and talk to the students. Ask them how they think they would feel to help them to understand what their guest might be experiencing. If necessary, take time to talk with students about the home country of their visitor. Have students write two or three questions they would like to ask, to help stimulate discussion. Included is a reaction sheet for students to complete while they are listening to the speaker.

After the visit, ask the students to write two new things they learned from the speaker and talk about these with the class. Ask the students where they would like to go as exchange students and why. Have them make a list of the problems they think they would encounter and a list of things they would especially like to see or do in the countries or cities they would like to live in. (see page 12)

Write to American Field Services, Youth for Understanding or other organizations which sponsor exchange students and investigate the opportunities for U.S. students to become exchange students.

OUR ETHNIC TIES — THEN AND NOW

Objectives

1. Students will collect data on cities in their state that celebrate festivals based on the ethnic origins of their citizens, past and present.
2. Students will collect data on cities in their state that have historical reminders of the ethnic background of their citizens, past and present.
3. Students will present their data to the class.
4. Students will draw conclusions about the relationship between people in their state and other countries in the world.

Materials Needed: Information on their state or community is available from the tourist office of the state department of commerce or local chamber of commerce. Information on historical sites is available in travel guides, such as those published by oil companies and available in libraries. You migh also check to see if there is an international center in the state captial.

Procedure: After students have collected their information (to save time, you might want to write to these places for them), the following are possible ways to use their data.

1. Make bulletin board displays on the "parts of the world" that can be visited in their own state without leaving the state.
2. Report or demonstrate to the class crafts, customs or styles of architecture from other parts of the world that can be found in cities in their state. (Consider guest speakers, if they are available.)
3. As a class project, prepare a travel guide on how to "see the world" without leaving your state. This could be as simple or complicated as the class time and interest allows. If it is possible, have the class visit one of the places in their travel guides.
4. Make a large map and indicate with appropriate pictures where the national or ethnic festivals are located in your state. Students in small groups (two or three) could be responsible for one picture.

Any of these activities could be followed with some of the following questions for class discussion.

1. Based on our information, from what parts of the world have people come to our state?
2. People from what countries tended to settle in which parts of our state?
3. What visible influences have these people had on the areas they settled?
4. What reasons can you give for why they chose these places? (Jobs, resembled their homeland, others were already here, climate, etc.)
5. Name some famous people from the groups we have identified that settled in our state. Indicate the contributions made by these people.

ETHNIC RESTAURANTS IN YOUR TOWN OR CITY

Objectives

1. Students will survey the restaurant section of the yellow pages of the telephone book to establish clues they will use for determining how restaurants are linked to the world.
2. Students will use the clues to analyze the restaurant section of the telephone book for a list of countries to which restaurants are linked.
3. Students will survey the yellow pages of the telephone book and identify other sections where they find evidence of global linkage.
4. Students will indicate the clues they used to identify the world links in other sections of the yellow pages of the telephone book.

Materials Needed: Yellow pages of the telephone book

Procedure: Have the students work in small groups (two to four) with someone bringing a phone book for each group.

Have the students quickly skim the restaurant section for clues about ways restaurants are linked to the world. Have them list the clues on scratch paper and discuss these clues with the group or the class. Some clues might be cities (such as you would infer from the Acapulco Inn), countries (such as Doro's Excellent Italian Cuisine) or other geographical locations (such as the Mediterranean House). An inference might be based on the food advertised, as in "gyros" (from Greece).

Based on the clues discussed, have the groups work with the phone book to list at least 10 places in the world with which your community is linked via its restaurants. Have the groups report their findings to the class. The teacher might want to record the countries listed on the board or mark them on a map.

Then, ask students to survey the yellow pages of the telephone book and identify sections other than the restaurant section that have evidence of global ties. List the clues that they used to identify other sections.

After completing the activity, the following are possible discussion questions:

1. To what parts of the world do restaurants in our community tend to be linked, based on the evidence in the phone book?
2. Identify two or three reasons why these ethnic restaurants may be located in your community.
3. How much are these ethnic restaurants or foods a part of your life?
4. Describe at least five other procedures you might use to gather further evidence of world links in your community by making some first-hand field observations in your community.

(In a very small community, the teacher might also have students use a phone book from a city nearby and make comparisons.)

Suggested Additional Activities: Repeat this exercise with other sections of the telephone yellow pages. Look under headings such as: automobiles, cameras, churches, television sets, travel agencies, sports equipment, manufacturing firms, civic and professional organizations.

MEAT AND GRAIN — WHAT ARE THE CHOICES?

Objectives

1. Students will deal with percentages or numerical representations in the classroom.
2. Students will determine that seven pounds of grain are needed to produce one pound of beef.*
3. Students may make some value judgments about their own eating habits.

Procedure: Pass out a package of crackers to each student in the class. As you are doing this, ask how many would rather have a piece of meat (beef). Have them raise their hands if they would rather have beef. Count the number of students who would rather have beef.

1. If the number who want beef is greater than one-seventh of the class (4 of 28, 5 of 35, etc.):
   a. Collect all the crackers that were distributed.
   b. Next, distribute pieces of beef to the first four, five or six students (whichever number most nearly represents one-seventh of the class) requesting it.
   c. At this point, some students might inquire why only certain individuals received beef. Others might be concerned as to why they had to give up their crackers and are now left with nothing.
   d. At this time, the teacher can have students

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*A similar activity was developed by Donald Morris for UNICEF titled "Teaching About World Hunger." The unit is available from UNICEF, 331 E. 38th St., New York, NY 10016.

speculate why the above occurred. After some discussion, it might be related to them (if necessary) that if they were eating grain (crackers) the entire class could have been fed. But some of the class members wanted beef. Therefore, in order to have beef, others had to give up their grain. In order for some to have beef, others cannot eat.

2. If less than one-seventh of the class wants beef:
   a. For each person who wants beef, take packages of crackers away from seven students. For example, if two students want beef, take the crackers away from the nearest 14 students.
   b. Students might make inquiries similar to those in "c" above. The teacher should follow a strategy similar to the one outlined in "d" above.

This discussion can be furthered by telling students that 20 years ago the average American ate 50 pounds of beef annually. This year he will eat 120 pounds — almost 2½ times as much. From this, you might then discuss:

- Do they feel it is right for people in this country to consume such large quantities of beef while others are starving? (Consider underdeveloped countries as well as impoverished areas of this country.)
- What can we and other developed nations do? Should we just give grain to these people? Should we give them beef?
- What benefits would we receive if we gave away our grain? Why should we reduce our beef consumption? (Should a person concerned about global problems consider these types of questions?)

While it is true that it takes seven pounds of grain to produce a pound of beef, it does not necessarily follow that all the gains in weight that a steer makes are the result of being fed grain. The beef growers associations are responding to criticisms that Americans eat too much beef by saying that the bulk of a steer's weight comes from grazing on pasture land which is too dry to produce grain and that not to raise cattle on such land means that it simply will go to waste. If the teacher elects to invest time in analyzing this argument, the students could interview farmers in their region who raise beef cattle. Some suggested questions which might be asked are:

1. Do you raise most of your beef cattle from calves or do you buy feeder steers and fatten them for market? If so, from what part of the country do you get the feeder steers?
2. What do you feed the steers you raise (or fatten)?
3. How do you feel about grass-fed rather than grain-fed beef, i.e., do you think Americans would learn to like the former?
4. If Americans were to reduce their meat consumption by 50 per cent, what would you do with the grain, pasture and other resources which you now devote to the production of meat?
5. Is the land which you now devote to pasture capable of growing grains such as wheat, corn or soybeans?
6. As a farmer, how do you feel about the contention that Americans ought to produce less meat for consumption in the developed nations and in its place produce grain for the people of the less developed nations? As long as you could be assured of a ready market for your products, do you care whether you raise meat animals or grain?

The above discussion would prove to be a useful vehicle for a student presentation of their values on this particular issue. At different points throughout the year, such discussions could be held to determine their "global ethic" development.

Additional statistical representations which could be used are:

1. In underdeveloped countries, 25 to 30 per cent of the children die before the age of four.
2. In rural India, 80 per cent of the preschool children suffer from "dwarfism" or stunted growth.
3. Asia, without the U.S.S.R., contains over one-half of the world's population. This percentage will continue to grow in the future.
4. Annually, the United States, which has 6 per cent of the world's population, consumes 34 per cent of the world's energy.
5. The threat of severe malnutrition or even starvation faces 400 to 500 million children in the world's poorer countries. Presently, that represents about one-tenth to one-eighth of the world's population.

AGRICULTURAL EXPORTS: YOUR STATE AND THE U.S.

Objectives

1. Students will display their ability to read charts by answering factual questions about information on the charts.

2. Students will draw conclusions about the role of their state (Indiana is used as an example) in the total agricultural exports of the U.S.
3. Students will draw conclusions about how other parts of the world depend on their state for agricultural products.

Materials Needed: Charts to provide information on U.S. agricultural exports. Information is available from ERS/USDA.

Procedure: Have the students answer the questions individually or in groups. (If students are unfamiliar with charts, the teacher should take time to explain how to read charts.)

Answer the following questions:

1. Indiana ranks among the top 10 states in exporting what farm products?
2. Among the top 10 states, where does Indiana rank in the exporting of all farm products?
3. What farm product in Indiana ranked first in export dollar amounts in 1971? in 1974?
4. What dollar amount of dairy products did Indiana export in 1971?
5. What country imported the most feed grain in 1970-74? The most soybeans? The most wheat and flour?
6. What was the per cent increase of the dollar value of Indiana's agricultural products exported between the years 1971 and 1974?
7. What percentage of the total U.S. exports are agricultural?

After answering the questions from the charts, you might use the following discussion questions:

1. What kinds of farm products does Indiana tend to export most? How are these products used in other countries? (If you don't know, find out how countries use soybeans, feed grains and wheat and flour.)
2. What parts of the world (such as continents or geographical areas) depend on the U.S. for feed grains? for soybeans? for wheat and flour? How can you explain this?
3. How significant is the role of Indiana in providing agricultural products to the world? (Remember to consider not only amounts exported but what is exported and how it is used.)
4. If Indiana farmers were to experience a severe drought for several years, how would it affect Indiana? The U.S.? The world?
5. California is now experiencing such a drought. How will it affect Indiana? The U.S.? The world?
6. What role do the farmers play in your own area in producing Indiana's exports?

1974 U.S. Imports and Exports
(in billions of dollars)

Category	*Imports*	*Exports*
Fuels and Lubricants	$25.5	$ 3.6
Other Industrial Supplies	24.3	26.8
Business and Industrial Machinery	9.2	29.9
Automotive Vehicles, Parts, Engines	12.0	8.2
Agricultural Products	10.4	22.3
All Other	18.8	7.7

From: *The Economic System . . . And Your Part in It* (Highlights of U.S. Import and Export Trade, Report FT-990 (Bloomington, IN: Indiana University, 1975))

(see page 17)

Leading Farm Export States
(in millions of dollars)

1.	Illinois	1,670
2.	Iowa	1,661
3.	Kansas	1,345
4.	Texas	1,262
5.	California	1,135
6.	Minnesota	938
7.	Nebraska	909
8.	Indiana	874
9.	Arkansas	773
10.	North Carolina	764

Source: Department of Agriculture, Fiscal Year 1975

(see pages 18-21)

Table 1.--Leading States for agricultural export, fiscal year 1975 1/

Commodity	United States	Leading 10 States by rank										10 high States	All others
		1	2	3	4	5	6	7	8	9	10		
All commodities*	20,333.7	Ill. 1,670.4	Iowa 1,561.0	Kansas 1,345.4	Texas 1,262.7	Calif. 1,135.9	Minn. 938.5	Neb. 909.9	Ind. 874.6	Ark. 773.9	N.C. 764.7	11,337.0	8,996.7
Wheat and products	5,000.9	Kansas 921.7	N.Dak. 526.2	Okla. 388.3	Wash. 345.1	Mont. 325.6	Neb. 285.0	Colo. 195.5	Ohio 186.9	Minn. 186.9	Idaho 165.2	3,526.4	1,474.5
Feed grains and products	4,812.6	Iowa 824.2	Ill. 723.3	Neb. 391.8	Texas 370.7	Ind. 337.0	Minn. 329.2	Kansas 245.2	Ohio 231.9	Mo. 151.1	Wisc. 137.0	3,743.4	1,069.2
Soybeans and products	4,155.7	Ill. 699.0	Iowa 670.7	Ind. 329.1	Mo. 322.5	Ark. 289.7	Minn. [illegible]9	Ohio 268.9	Miss. 157.5	La. 151.3	Tenn. 107.6	3,291.2	873.5
Cotton	1,028.0	Texas 240.1	Calif. 222.2	Miss. 146.5	Ariz. 89.1	Ark. 77.8	La. 49.6	Ala. 46.7	Ga. 36.3	Okla. 29.8	Tenn. 27.7	959.8	68.2
Rice	1,002.2	Ark. 319.3	Texas 240.5	La. 226.7	Calif. 169.8	Miss. 42.9	Mo. 5.0	---	---	---	---	1,002.2	---
Tobacco	910.1	N.C. 459.6	S.C. 101.8	Ga. 96.1	Ky. 89.8	Va. 75.1	Tenn. 31.2	Fla. 19.7	Md. 12.5	Conn. 10.6	Mass. 3.7	900.1	10.0
Fruits and preparations	648.4	Calif. 325.9	Fla. 159.4	Wash. 25.2	Texas 23.0	Ariz. 21.7	Mich. 16.9	N.Y. 16.5	Hawaii 15.4	Ore. 9.5	Pa. 8.2	620.7	27.7
Lard and Tallow	484.4	Texas 93.4	Iowa 45.9	Nebr. 34.9	Kansas 28.3	Mo. 23.7	S.D. 23.5	Calif. 21.2	Okla. 21.1	Ill. 20.9	Colo. 19.4	292.3	192.1
Vegetables and preparations	399.8	Calif. 94.5	Wash. 80.4	Idaho 51.5	Mich. 40.8	Neb. 24.3	Colo. 20.0	Fla. 17.6	N.Y. 10.4	Ore. 10.3	Minn. 9.3	339.1	60.7
Meats and meat products, excluding poultry	341.7	Iowa 54.1	Ill. 28.6	Texas 23.1	Neb. 22.3	Mo. 20.4	Minn. 17.9	Ind. 16.8	Kansas 16.4	S.D. 15.6	Ohio 9.0	222.2	119.5
Hides and skins	301.4	Texas 37.9	Iowa 21.5	Neb. 21.5	Kansas 18.1	Calif. 15.9	S.D. 15.8	Colo. 14.4	Okla. 14.4	Mo. 13.2	Minn. 9.6	182.3	119.1
Cottonseed and products	216.4	Calif. 50.0	Texas 47.3	Miss. 28.9	Ariz. 20.5	Ark. 16.6	La. 10.2	Ala. 9.7	Ga. 7.2	Tenn. 5.7	Okla. 5.7	201.8	14.6
Peanuts and peanut oil	166.2	Ga. 75.2	Ala. 21.4	Texas 19.0	N.C. 18.0	Va. 13.1	Okla. 9.8	Fla. 7.4	S.C. 1.4	N.M. .6	Miss. .3	166.2	---
Dairy products	140.6	Minn. 33.0	Wisc. 29.1	Calif. 17.9	Iowa 11.4	N.Y. 9.5	Ohio 5.8	S.D. 4.8	Wash. 4.5	Mich. 4.5	Pa. 4.4	124.9	15.7
Poultry products	123.4	Ga. 12.1	Ark. 12.1	Calif. 11.3	N.C. 9.9	Ala. 8.9	Texas 6.3	Miss. 5.5	Minn. 5.0	Pa. 4.4	Md. 3.8	79.3	44.1
Flaxseed and products	78.2	N.D. 36.1	S.D. 20.4	Minn. 18.5	Texas 2.2	Mont. 1.0	---	---	---	---	---	78.2	---

1/Preliminary

*$20.3 billion worth, out of U.S. agricultural exports of $21.6 billion, were allocated by States.

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Table 10. U.S. Exports of Feed Grains, by Major Country of Destination, in Millions of Dollars, Calendar Years 1970-74.

Country	1970	1971	1972	1973	1974
Japan	363.5	222.5	317.7	913.5	1112.2
Netherlands	139.5	144.9	142.9	316.2	496.4
West Germany	69.5	77.4	86.5	244.0	425.2
Spain	8.7	5.1	78.4	164.5	278.9
Mexico	34.4	2.7	27.2	85.3	276.3
Italy	62.4	79.4	141.9	262.0	262.4
USSR	0	12.8	209.1	238.9	141.1
South Korea	16.3	32.0	29.0	82.7	140.3
United Kingdom	75.0	54.9	84.7	126.0	122.1
Canada	95.6	58.5	66.2	46.6	104.7
Israel	35.0	47.3	36.5	55.7	100.4
Portugal	11.0	23.7	27.5	51.2	99.2
PRC	0	0	23.8	132.4	95.7
Greece	18.5	7.7	8.4	89.6	81.0
Poland	5.4	24.5	16.3	68.5	72.2
Romania	5.9	0	9.6	6.8	67.8
Venezuela	10.7	14.5	20.3	32.4	62.5
Egypt	1.3	2.3	5.4	15.9	60.6
WORLD TOTAL	1063.9	972.0	1521.7	3539.0	4646.3

Source: ERS/USDA, *Foreign Agricultural Trade of the United States*, June 1975, pp. 31-43.

Table 11. U.S. Exports of Soybeans, by Major Country of Destination, in Millions of Dollars, Calendar Years 1970-74.

Country	1970	1971	1972	1973	1974
Japan	305.3	311.2	375.4	715.9	724.3
Netherlands	156.3	194.2	259.4	453.7	637.6
West Germany	130.2	162.0	189.1	326.6	498.8
Spain	107.2	122.4	161.7	181.9	338.1
Italy	60.7	82.1	64.4	158.3	211.0
Taiwan	61.5	60.8	75.9	139.4	131.8
PRC	0	0	0	43.4	126.5
Canada	186.5	115.1	77.2	70.2	100.0
France	25.8	44.2	39.1	72.3	96.4
Mexico	14.6	6.6	2.1	17.2	81.6
Norway	16.9	26.3	22.1	44.8	70.7
Israel	17.6	41.3	40.3	74.6	68.2
Denmark	52.0	61.1	55.6	88.0	66.9
Belgium	36.2	33.5	18.0	62.2	63.6
United Kingdom	16.2	13.3	31.1	47.8	54.9
Poland	10.0	7.7	9.9	2.86	36.2
WORLD TOTAL	1227.6	1326.8	1508.1	2762.2	3537.4

Source: ERS/USDA, *Foreign Agricultural Trade of the United States*, June 1975, pp. 31-43.

Table 12. U.S. Exports of Wheat and Flour, by Major Country of Destination, in Millions of Dollars, Calendar Years 1970-74.

Country	1970	1971	1972	1973	1974
Japan	157.5	152.1	161.6	405.9	571.9
India	135.0	80.8	11.4	212.0	374.0
South Korea	75.1	85.2	128.8	282.3	261.2
Iran	3.2	26.2	36.0	69.2	257.5
PRC	0	0	35.3	277.7	234.0
Mexico	0.3	12.9	40.5	72.9	181.6
Brazil	36.4	52.1	37.4	215.7	171.1
Bangladesh	0	0	53.4	70.2	148.9
Algeria	14.1	7.9	30.5	54.7	148.4
Egypt	---	---	---	50.4	135.9
USSR	0	0.7	154.8	555.1	124.1
Venezuela	36.2	37.4	49.2	67.2	124.0
Taiwan	30.8	22.1	29.4	85.1	116.2
Iraq	0	0.5	0.5	24.7	96.3
Netherlands	27.4	25.6	51.8	75.9	95.8
Turkey	35.3	31.5	2.6	25.8	93.5
Morocco	24.9	40.4	19.6	62.0	87.1
Peru	10.1	19.8	34.8	65.6	84.5
Colombia	17.5	23.8	25.6	51.8	81.9
Pakistan	63.8	36.7	81.5	89.2	80.6
WORLD TOTAL	1112.0	1090.0	1451.8	4154.3	4588.9

Source: ERS/USDA, *Foreign Agricultural Trade of the United States*, June 1975, pp. 31-43.

Table 13. Indiana Agricultural Exports, in Millions of Dollars, Fiscal Years 1971-74.

Product	1971	1972	1973	1974
Feed grain, total	78.0	103.7	197.2	390.8
Soybeans	115.1	134.6	194.1	282.3
Protein meal	35.1	37.7	58.7	91.9
Wheat and flour	24.1	21.4	59.2	68.6
Soybean oil	21.9	21.7	12.1	25.4
Meats & products, excluding poultry	6.6	8.0	14.6	11.9
Land and tallow	8.3	5.7	5.4	11.1
Hides and skins	2.7	3.4	6.9	6.5
Poultry products	2.0	2.0	2.7	3.5
Tobacco, unmanufactured	1.4	1.7	2.0	2.9
Dairy products	1.4	2.7	1.2	1.0
Vegetables and preparations	1.3	1.1	0.8	0.9
Fruits and preparations	0.5	0.6	0.6	0.7
Other	31.7	39.9	52.1	69.9
Indiana Total	330.1	384.2	607.6	967.4
U.S. TOTAL	7755.6	8050.3	12,894.0	21,322.5

Source: *Foreign Agricultural Trade of the United States*, November 1974, pp. 12-13, 16-17.

AMERICAN PRESENCE IN THE WORLD; THE WORLD'S PRESENCE IN AMERICA

Objectives

1. Students will read a description of American influences in Europe.
2. Students will analyze the effect of this influence on European life styles.
3. Students will write a description of a day in their own lives, showing world influences on their lives.

Materials Needed: Handout entitled "Lafayette, We Are Here — Good and Hard" from December 13, 1975, *Saturday Review*

Procedure: Have the students read the article. In groups, ask the students to list ways the items mentioned have changed or may be changing the life style of people in Europe (for example: How would McDonald's affect eating habits?). What are the advantages and the disadvantages of these exported elements of American culture?

After discussing the above questions, ask each student to describe a day or part of a day in his or her own life. In the description, mention the things used, seen or done that are imported (either now or in the past) from other parts of the world (for example, not only the use of a Japanese stereo or a German car but the owning of a French poodle whose origins are European or eating tacos for lunch).

Have several students read to the class what they have written. Discuss with the class how their lives have been affected by world influences.

Lafayette, We Are Here — Good and Hard
by
Richard C. Longworth

My plane, a Boeing 737 of Belgium's Sabena Airlines, lands at Brussels Airport. I collect my luggage in an arrival hall, where the advertising signs (ITT, Chase Manhattan, Ramada Inn, Coke) are in English, although Belgium's two languages are French and Dutch. I pass up Hertz and Avis, hail a cab, and ride into the city past buildings owned by IBM, Goodyear, 3M, Culligan, and Champion Sparkplugs, past a Holiday Inn, past the headquarters of American-dominated NATO, past the Shell garage, Kodak store, and Levi's shop, past my neighborhood supermarket (owned by J.C. Penney), and I'm home: I'm a city dweller, unlike many Americans in Brussels who live in suburban Waterloo, near hamburger stands, the American Women's Clubhouse, American schools, Baskin-Robbins, and Pat McNall's doughnut shop. By the gory ground where Wellington and Blucher defeated Napolean, the Pirates and Padres now struggle in Little League combat.

Lafayette, we are here — good and hard.

I cited Brussels above because it is familiar, not unique. The surface of Europe is shaped and altered, formed and deformed, by bits of Americana. Nearly every European city has its Sheraton and Hilton, its McDonald's and Colonel Sanders. American bars, used-car lots, and housing developments pock German cities like Kaiser-slautern, next to Ramstein Air Base, or Frankfurt, which has been called "Kansas City without the amenities." The American embassy is one of the biggest buildings in Oslo. When the 1971 negotiations on Britain's Common Market entry were completed in Luxembourg, they were celebrated with champagne in the Holiday Inn across the street.

GLOBAL POLL: WHAT DO PEOPLE AROUND THE WORLD THINK?

Objectives

1. Students will answer questions on an opinion poll with their personal reactions.
2. Students will compare their answers to those of samples from the U.S. and the noncommunist world answering the same questions.

Materials Needed: The questionnaire and the handout with the results of the World Gallup Poll (The handout could be used without using the questionnaire.)

Procedure: Have the students answer the questions based on the way they feel and what is most important to them. *No names* should be signed to the questionnaire; individual responses should remain anonymous! Report the class answers in percentages. (A group of students could do this.) Make a handout for the class with the class percentages. Distribute the World Gallup Poll and ask the students to compare class responses to the world responses. List the similarities and differences. Speculate on possible reasons for these similarities or differences. (It will be difficult, if not impossible to establish right and wrong answers.)

Discuss the state, "People around the world hope for and fear the same kind of things." This question could be used with the Gallup Poll without having the students fill out their own questionnaires for the class.

Note to the teacher on the questionnaire:

The questionnaire which follows is a modified ver-

Better ☐
Worse ☐
Same ☐

OPTIONAL QUESTIONS

Family Problems:

What is the most important family problem facing your family at this time?

Finances ☐
Illness ☐
Children ☐
Housing ☐
Unemployment ☐
Social Problems ☐
In-Law Problems ☐
Shortages ☐
No problem ☐

Religious Beliefs:

Do you believe in God?

Yes ☐
No ☐
Don't Know ☐

How important to you are your religious beliefs?

Very Important ☐
Fairly Important ☐
Not Too Important ☐
Not Important ☐
Don't Know ☐

Personal Happiness:

Generally, how happy would you say you are?

Very Happy ☐
Fairly Happy ☐
Not Too Happy ☐

The following information is reprinted from **U.S. News and World Report,** *January 24, 1977.*

GLOBAL POLL

WHAT PEOPLE AROUND THE WORLD SAY ABOUT HOPES, FEARS, LIFE TODAY

From the first global poll of public opinion, here's a glimpse of the thinking of a cross section of 2.6 billion people in the U.S. and the rest of the non-Communist world:

- War worries them far less than illness or financial pinches.
- The high cost of living is a top concern the world over.
- Women's role is changing, giving them greater opportunities in most lands.
- The overwhelming majority believes in God, but significantly fewer rate their religious beliefs as very important to them.

All in all, most people on every continent except Asia say they are very happy or fairly happy.

And, except in the U.S. and Far East, more people believe living conditions are improving than think they are getting worse.

These and other findings surfaced in a new worldwide poll conducted by the Gallup International Research Institutes with data supplied by Interactive Market Systems and with help and funding from the Charles F. Kettering Foundation.

More than 9,000 persons in 70 countries on the earth's six inhabited continents were asked approximately 100 questions. The Gallup organization said this covered about 95 per cent of the 2.6 billion persons who live in relatively open societies. Communist countries, most Arab states and some military dictatorships were excluded because they do not permit public-opinion surveys.

Despite the seemingly small number of people questioned, Gallup officials insist that the range of error is relatively small. A larger sample would not have added greatly to accuracy, they assert.

Results of the poll showed an intense interest among Americans in most parts of the world. For example, it is the nation most often mentioned as the foreign country people would prefer to visit or to which they would like to move.

In a number of cases, views of Americans differ markedly from those of Western Europeans as well as from those in Asia, Africa and Latin America.

Americans, for instance, were shown to be more widely concerned about the cost of living as a national problem than were people in other regions. Americans, as well, were more inclined than others to save any increased income.

The tables on these pages highlight world opinion on key topics.

NATIONAL PROBLEMS

"In your opinion, what is the most important problem facing your country today?"

	U.S.	Western Europe	Latin America	Africa	Far East
High cost of living — food	63%	40%	41%	28%	35%
Unemployment	15%	22%	11%	14%	7%
No satisfaction in Government	19%	10%	9%	8%	7%
Crime	7%	6%	3%	1%	1%
Food shortage	2%	–	4%	6%	19%
Energy crisis	4%	4%	1%	1%	1%
Racism	2%	1%	–	12%	–

WORRIES AND FEARS

"What are your fears and worries for the future?"

	U.S.	Western Europe	Latin America	Africa	Far East
Personal					
Health	23%	29%	24%	33%	11%
Loneliness	3%	4%	3%	1%	3%
Family Economics					
Inadequate living standard	20%	13%	15%	30%	36%
Unemployment	13%	14%	8%	5%	14%
Family					
Health problems	10%	13%	15%	14%	4%
Children — inadequate opportunity	6%	4%	10%	7%	9%
General					
Economic instability	21%	7%	4%	1%	10%
War	8%	14%	2%	2%	1%

HOPES AND ASPIRATIONS

"When you think about what really matters in your own life, what are your wishes—and hopes?"

	U.S.	Western Europe	Latin America	Africa	Far East
Family Economics					
Improve standard of living	21%	17%	24%	40%	40%
Have one's own or a better home	7%	7%	14%	25%	21%
Have wealth	9%	8%	6%	26%	3%
Have modern conveniences	2%	2%	5%	6%	10%
Have own business	1%	1%	3%	11%	8%
Have own land	1%	–	4%	6%	11%
Personal					
Health	25%	33%	21%	19%	3%
Recreation, travel, leisure	5%	5%	2%	1%	1%
Self improvement	3%	2%	7%	2%	1%
Emotional stability and maturity	4%	3%	9%	2%	2%
Job					
Congenial work	9%	8%	5%	3%	4%
Employment	4%	9%	9%	2%	11%
Success	3%	4%	4%	1%	1%
Family					
Happy life	15%	15%	10%	18%	6%
Children	11%	11%	23%	23%	25%
Health of family	10%	9%	8%	1%	2%
General					
Economic stability	7%	2%	1%	–	1%
Maintain status quo	4%	4%	–	1%	2%

Note: Details in many tables may not add to 100 per cent because of multiple answers, and because some less significant categories are omitted.

Source: Gallup Poll Archiving Foundation

FAMILY PROBLEMS

"What is the most important family problem facing your family at this time?"

	U.S.	Western Europe	Latin America	Africa	Far East
Finances	40%	20%	34%	71%	40%
Illness	13%	15%	15%	3%	3%
Children	8%	13%	8%	5%	5%
Housing	2%	6%	4%	8%	9%
Unemployment	8%	7%	5%	3%	10%
Social problems	4%	3%	1%	2%	–
In-law problems	1%	2%	3%	–	1%
Shortages	2%	–	3%	10%	10%
No problem	23%	30%	30%	4%	15%

RELIGIOUS BELIEFS

	U.S.	Western Europe	Latin America	Africa	Far East
"Do you believe in God?"					
Yes	94%	78%	96%	95%	89%
No	3%	16%	3%	2%	6%
Don't know	3%	6%	1%	3%	5%
"How important to you are your religious beliefs?"					
Very important	56%	27%	62%	73%	76%
Fairly important	30%	32%	18%	13%	13%
Not too important	8%	26%	11%	7%	9%
Not important	5%	13%	7%	4%	2%
Don't know	1%	2%	1%	3%	–

WOMEN'S ROLE

In jobs—"Do you feel that women in your country have equal job opportunities with men?"

	U.S.	Western Europe	Latin America	Africa	Far East
Yes	48%	39%	55%	59%	40%
No	48%	54%	40%	28%	37%
Don't know	4%	7%	5%	13%	23%

In education—"Do you feel that women in your country have equal opportunity with men?"

	U.S.	Western Europe	Latin America	Africa	Far East
Yes	88%	82%	84%	82%	67%
No	8%	11%	12%	11%	16%
Don't know	4%	7%	4%	7%	17%

PERSONAL HAPPINESS

"Generally, how happy would you say you are?"

	U.S.	Western Europe	Latin America	Africa	Far East
Very happy	40%	20%	32%	18%	7%
Fairly happy	50%	60%	38%	50%	41%
Not too happy	9%	18%	28%	31%	50%

SPENDING PLANS

"Suppose you had more money, say double what you have now, what would you do with the money?"

	U.S.	Western Europe	Latin America	Africa	Far East
Save money	33%	21%	26%	15%	26%
Buy essentials	21%	19%	30%	28%	28%
Buy, repair house	18%	21%	21%	35%	18%
Invest in business, farm	19%	12%	18%	44%	22%
Travel	15%	16%	7%	3%	2%
Buy nonessentials	13%	16%	4%	7%	6%
Donate	10%	4%	3%	1%	2%
Pay bills	13%	2%	2%	–	6%
Help other family members	5%	4%	4%	2%	1%
Move to better home	3%	3%	–	3%	1%
Nothing	1%	1%	–	1%	1%
Other	14%	11%	7%	8%	14%
Don't know	2%	4%	3%	2%	10%

TRAVEL

What nations would people like to visit?

Here are the countries most frequently mentioned.

Where Americans would like to visit: United Kingdom, Italy, France, Israel, West Germany, Japan, Australia, Spain, Switzerland, Brazil, U.S.S.R.

Where Western Europeans would like to visit: U.S., France, Italy, Spain, United Kingdom, U.S.S.R., Canada, Israel, Japan, Switzerland, West Germany.

Where Latin Americans would like to visit: U.S., France, Italy, Spain, West Germany, Brazil, United Kingdom, Japan, U.S.S.R., Switzerland.

Where Africans would like to visit: United Kingdom, U.S., France, Japan, West Germany, Australia, Brazil, U.S.S.R., and a scattering of others.

Where Far Easterners would like to visit: U.S., Japan, United Kingdom, France, U.S.S.R., Canada, West Germany, Switzerland.

A separate question asked people where they would prefer to move if they left their own country.

Those who said they would like to emigrate mentioned the U.S. most often. The United Kingdom, France, Australia, Switzerland and West Germany were named frequently.

IS LIFE IMPROVING?

"Generally speaking, do you think that living conditions for people like yourself in this country are better or worse than they were five years ago?"

	U.S.	Western Europe	Latin America	Africa	Far East
Better	33%	39%	36%	47%	30%
Worse	49%	33%	31%	40%	33%
Same	14%	22%	29%	8%	11%

HOW FAR CAN YOU GO ON A GALLON OF GAS?

Objectives

1. Students will select at random an international gas price and a car.
2. Students will be given mileage to a city in their state (city 200 to 250 miles away).
3. Given $8, the distance to the city they are visiting, and the M.P.G. of their car, the students will compute how far they could get on the money.
4. Students will draw conclusions about how travel is affected by gas prices.

Materials Needed: Cards with gas prices in other parts of the world and cards with a car and its M.P.G. Any car dealer can give you a booklet with the E.P.A. mileage for all cars. (The cars listed here give the combined city and highway M.P.G.)

Procedure: Have the students draw car and gasoline price cards. This could be done individually or in pairs. All students have $8 to spend and a fixed number of miles to travel. Using the M.P.G. for their car, have them figure how far they can go on their country's gas prices. On a large map, students could mark the distance they were able to travel toward their destination, or have them report to the class how far they were able to travel in their car.

After all students have completed their own statistics, give the class a copy of the compared gas prices and the car M.P.G.'s and discuss the following questions: (see page 27)

1. How do gasoline prices in your hometown and in the U.S. generally compare to other parts of the world?
2. How would your driving habits be affected if you lived in Finland?
3. What is the relationship between gasoline prices and cars that people buy? How would this relationship vary from the U.S. to Japan to Finland?
4. What is the relationship between gas prices and the amount of gasoline consumed? What conclusions can you draw about U.S. gasoline consumption?
5. What else besides the gasoline prices might affect the kind of cars people buy?

CARS WITH COMBINED CITY AND HIGHWAY M.P.G.

1. Audi Fox — 28 MPG
2. AMC Gremlin — 23 MPG
3. Datsun B-210 — 34 MPG

Sunday Bloomington *Herald-Times*, January 1, 1977.

4. Firebird — 18 MPG
5. Toyota Celica — 26 MPG
6. American Motors Hornet — 20 MPG
7. Cadillac Seville — 16 MPG
8. Cadillac Eldorado — 14 MPG
9. Pontiac Grand Prix — 19 MPG
10. Plymouth Fury — 18 MPG
11. Lincoln Continental — 15 MPG
12. Porsche — 17 MPG
13. Lincoln-Mercury Bobcat — 24 MPG
14. Ford Wagon — 24 MPG
15. Plymouth Fury Wagon — 12 MPG
16. Toyota Corona — 25 MPG
17. Volkswagen Dasher Diesel — 40 MPG
18. Camero Chevette — 33 MPG
19. Dodge Celeste — 31 MPG
20. Dodge Colt — 35 MPG
21. Mazda 808 — 38 MPG
22. Chevrolet Nova — 22 MPG
23. Chevrolet Van — 21 MPG
24. Volkswagen Rabbit — 27 MPG
25. Chevrolet Chevette — 29 MPG
26. Pontiac Sunbird — 30 MPG
27. Subaru — 32 MPG
28. Toyota Corolla — 41 MPG
29. Plymouth Fury 440/8 — 11 MPG
30. Rabbit Diesel — 44 MPG

TAKING A TRIP ABROAD

Objectives

1. Students will fill out a passport application.
2. Students will make plans for an imaginary trip.
3. Students will keep a scrapbook, journal or similar record of their trip.
4. Students will analyze passport information for their state.

Materials Needed: Passport application included here (available from your county courthouse), magazines and travel folders from travel agencies; or write consulates or embassies, and airlines for information about countries to visit. The passport information is available from the Passport Office, U.S. Department of State, Washington, D.C.

Procedure: Ask students to select a country they would like to visit if they had a two-week vacation and a chance to travel outside the United States. Have the class make a list of things they would need to do before they could make such a trip. Ask if any of their parents have traveled outside the U.S. These people could help them with their list.

A passport should be one of the first things on their list. Give students a copy of the passport applica-

1. STATE OF RESIDENCE

	OCTOBER THRU DECEMBER			JANUARY THRU DECEMBER		
	Total Passports Issued		Percentage Change	Total Passports Issued		Percentage Change
	1975	1974	1975 over 1974	1975	1974	1975 over 1974
TOTAL	367,496	352,856	+ 4	2,334,359	2,415,003	- 3
NORTHEAST	112,016	108,886	+ 3	763,959	801,853	- 5
New York	49,566	46,206	+ 7	335,979	347,843	- 3
New Jersey	18,940	19,610	- 3	129,090	138,130	- 7
Pennsylvania	16,900	16,790	+ 1	118,650	126,040	- 6
Massachusetts	13,040	13,100	(-)	90,730	96,990	- 6
Connecticut	7,730	7,410	+ 4	54,250	55,350	- 2
New Hampshire	1,700	1,500	+ 13	9,760	10,330	- 6
Rhode Island	1,610	1,790	- 10	11,800	12,680	- 7
Maine	1,530	1,690	- 9	9,050	9,570	- 5
Vermont	1,000	790	+ 27	4,650	4,920	- 5
NORTH CENTRAL	75,150	70,920	+ 6	491,770	521,280	- 6
Illinois	19,450	16,840	+ 15	126,360	130,880	- 3
Ohio	11,680	12,080	- 3	84,230	89,530	- 6
Michigan	11,430	11,330	+ 1	81,550	85,680	- 5
Minnesota	6,290	5,530	+ 14	40,840	43,160	- 5
Wisconsin	5,600	5,830	- 4	36,700	39,800	- 8
Missouri	5,540	4,950	+ 12	32,380	33,170	- 2
Indiana	5,260	4,620	+ 14	32,780	37,100	- 12
Iowa	3,370	3,600	- 6	20,180	21,580	- 6
Kansas	3,200	3,140	+ 2	17,600	18,980	- 7
Nebraska	2,000	1,690	+ 18	10,510	12,640	- 17
North Dakota	730	680	+ 7	4,090	4,040	+ 1
South Dakota	600	630	- 5	4,550	4,720	- 4

	TOTAL		EUROPE		FAR EAST		CENT. & SOUTH AMERICA		MID EAST		AUSTRALIA & OCEANIA		AFRICA	
	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.
	397,490	2,334,350	97,440	1,011,610	29,090	154,650	78,230	317,950	29,960	121,010	26,200	96,300	6,550	32,930
	62,040	783,930	28,640	573,310	5,430	26,650	24,310	100,010	10,750	43,160	2,920	11,960	1,780	6,830
	29,[illegible]	335,[illegible]	17,060	237,810	2,580	11,930	12,100	52,020	5,940	24,870	1,090	4,520	790	3,810
	12,[illegible]	129,[illegible]	5,[illegible]	39,[illegible]	1,030	4,[illegible]	4,030	15,[illegible]	1,870	5,960	550	2,160	210	1,350
	10,[illegible]	118,[illegible]	4,700	92,[illegible]	850	4,550	3,110	11,310	1,410	5,[illegible]	570	2,370	370	1,670
	4,[illegible]	48,730	2,690	32,[illegible]	440	2,950	2,760	10,080	760	2,280	320	1,260	160	880
1/	3,[illegible]	38,[illegible]	1,960	21,[illegible]	320	2,790	2,460	9,760	950	3,180	390	1,630	250	1,150
	73,[illegible]	491,770	45,170	366,330	4,940	25,570	14,190	53,940	4,750	21,300	4,670	16,200	1,420	6,810
	12,[illegible]	126,360	11,270	94,080	1,490	6,820	3,960	14,210	1,040	5,150	1,360	4,440	360	1,660
	11,[illegible]	81,550	7,200	62,000	590	3,650	2,050	8,440	780	4,010	560	2,370	250	990
	11,[illegible]	84,[illegible]	5,910	63,720	770	4,090	2,190	9,060	900	3,790	640	2,370	270	1,200
2/	32,[illegible]	199,[illegible]	19,790	148,440	2,120	11,010	5,990	21,830	2,030	8,350	2,110	7,020	540	2,960

Estimates on the number of persons who listed "World Tour" (fourth quarter - 20; cumulative - 60) are included in the U. S. geographical areas, but not listed in destination since applicants do not indicate their First Area Destination.

1/ Includes Conn., R.I., N.H., Maine and Vt.
2/ Includes Wis., Mo., Minn., Ind., Iowa, Kans., Nebr., S. Dak. and N. Dak.

BEST COPY AVAILABLE

4. FIRST AREA DESTINATION (CONTINUED)

TEN HIGH VOLUME STATES - OCTOBER THRU DECEMBER 1975/CUMULATIVE JANUARY THRU DECEMBER 1975

PACIFIC AREA		EUROPE		FAR EAST		NORTH, CENT. & SOUTH AMERICA		MID EAST		AUSTRALIA & OCEANIA		AFRICA	
QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.	QTR.	CUM.
72,130	437,160	27,000	244,360	11,180	61,090	16,000	63,620	4,130	17,400	12,540	44,290	1,280	6,390
California													
54,250	340,640	20,490	195,460	7,760	40,980	13,430	53,610	3,170	14,190	8,480	31,570	920	4,820
Other 3/													
17,880	96,520	6,510	48,900	3,420	20,110	2,570	10,010	960	3,210	4,060	12,720	360	1,570
SOUTH ATLANTIC AREA													
52,540	317,560	29,620	216,740	3,240	17,370	11,760	51,220	4,970	18,560	1,840	8,260	1,010	5,400
Florida													
15,900	108,310	7,690	67,810	870	4,430	5,300	26,050	1,380	5,820	510	2,720	150	1,470
Other 4/													
36,640	209,250	21,930	148,930	2,370	12,940	6,460	25,170	3,590	12,740	1,330	5,540	860	3,930
SOUTH CENTRAL AREA													
38,120	220,370	21,160	146,540	2,740	15,440	7,460	31,490	4,060	15,370	2,100	7,980	590	3,540
Texas													
18,330	104,670	9,980	67,430	1,460	8,260	3,760	15,760	1,760	7,370	1,130	4,220	230	1,620
Other 5/													
19,790	115,700	11,180	79,110	1,280	7,180	3,700	15,730	2,300	8,000	970	3,760	360	1,920
MOUNTAIN AREA 6/													
16,500	97,380	7,470	59,500	1,440	7,870	3,870	16,400	1,290	4,940	1,990	6,840	440	1,830
Other													
1,140	6,160	380	2,630	120	670	440	1,700	30	260	140	770	30	130

Estimates on the number of persons who listed "World Tour" (fourth quarter - 20; cumulative - 60) are included in the U. S. geographical areas, but not listed in destination since applicants do not indicate their First Area Destination.

3/ Includes Wash., Hawaii, Oreg., and Alaska.
4/ Includes Md., Ga., N. Car., Del., Va., W. Va., S. Car., and D.C.
5/ Includes La., Okla., Ala., Tenn., Ky., Miss., and Ark.
6/ Includes Colo., Ariz., Utah, N. Mex., Idaho, Mont., Nev., and Wyo.

tion to fill out. You may need to provide explanation and guidance as the students fill out the application. After they have filled out the application, take time to discuss the kind of information requested, why this information is necessary and the need for a passport. If you can, bring a passport for the class to see.

The imaginary trip could be taken individually or in groups of two or three.

The students are to find out about the country they plan to visit and prepare a report of their trip. This can be done in one of the following ways:

1. Write a diary or journal describing the trip.
2. Write an article for a magazine or a newspaper series describing the trip.
3. Give an oral presentation to the class describing the trip.
4. Using pictures from magazines and travel folders, make a scrapbook of the trip.

The presentation should include the following information about your trip:

1. How I got there
2. Kind of clothes I needed
3. The money needed in the country I visited
4. Food I ate
5. Description of my favorite city
6. At least three historical sites I visited (a description of each)
7. Personal reactions to my trip
8. Souvenirs I brought home

Encourage the students to use their imaginations in describing their trip.

After completing the imaginary trip, invite local persons or students who have traveled outside the U.S. to talk to the class about their experiences.

Give the students the passport information and ask them the following questions:

1. Has the total number of passports issued for the U.S. in 1975 increased or decreased from 1974 (January through December)? For your state, was there an increase or decrease in the passports issued in 1975 compared to 1974? How does your state compare with other states in your area? (see pages 28-30)
2. From your area (or state if possible), what destination is listed most in 1975 as the first area of destination? What is the second most listed area as the first area of destination? What is listed the least number of times as the first area of destination? How does this information compare with the choices that were made by the class members for their imaginary trips? What were the reasons for your choices?

NOT TRAVELING? SO GET A PASSPORT!

by Kermit Holt

Besides money, the most important thing for an American who is going abroad is a little blue book called a passport. To get one used to involve time-consuming, tiring, often vexing routine. And the applicant was required to have specific plans for a foreign trip.

Nowadays obtaining a passport is relatively easy. In most cases, the mailman will deliver it less than two weeks after application; often, in nonrush periods, within a week; even in a matter of hours if it's a matter of great urgency and if you submit proof of the urgency along with the required documentation.

And now you can get one even if you have no intention of ever traveling abroad. For the naturalized it will provide instant proof of U.S. citizenship. For those not planning a faroff foreign trip but who may visit nearby countries which do not require a passport for admission (for example, Canada, Mexico, or most Caribbean islands) obtaining one also is a good investment. To be permitted to return to the United States, you may need to prove American citizenship. If there's any question, a U.S. passport is positive proof.

For those not planning to go anywhere, anytime there's a special reason for obtaining a passport this year: a momento of the Bicentennial.

This year's passport has a new look. The 1976 Bicentennial passport is smaller, prettier, easier to keep clean. Its cover, a new, more durable leather-grained vinyl material in a dark blue, corresponding to the field of the U.S. flag, is replacing the lighter "horizon blue" of passports issued from 1961 through 1975, and the dull green of the ones before that.

The foil stamping of the lettering and Great Seal is done in silver colored aluminum rather than gold. On the front cover is the inscription, "Bicentennial 1776-1976," on the back cover the Bicentennial seal.

There's a new look inside the Bicentennial passport, too. Its interior pages feature a Liberty Bell pattern printed with a specially-formulated red and blue ink and a grid pattern is printed on the visa pages to encourage the orderly stamping of the entry and exit stamps. And for the first time, conforming to international practice, the passport is bilingual. The message from the Secretary of State, the captions of

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PLEASE TYPE OR PRINT CLEARLY IN INK (Pencil is not acceptable)

DEPARTMENT OF STATE
PASSPORT APPLICATION
(Use supplemental sheets when the space provided is not adequate)

(PASSPORT OFFICE USE ONLY)
R D O DP Endorsement _____

A TO BE COMPLETED BY ALL APPLICANTS

(First name) (Middle name) (Last name)

I, _____
a citizen of the United States, do hereby apply to the Department of State for a passport.

MAIL PASSPORT TO:
STREET _____
CITY _____ STATE _____ ZIP CODE _____
PHONE NOS. Area Code _____ Home: _____ Business: _____

SEX (M-F)	BIRTHPLACE (City, State or Province, Country)	BIRTH DATE (Month-Day-Year)

HEIGHT ___ Ft. ___ In.	COLOR OF HAIR (Spell out)	COLOR OF EYES (Spell out)	VISIBLE DISTINGUISHING MARKS	SOCIAL SECURITY NO. (Not mandatory)

MY PERMANENT RESIDENCE (Street address, City, State, ZIP Code) | COUNTY OF RESIDENCE (Not mandatory)

OCCUPATION | DEPARTMENT DATE

APPLICANT'S EVIDENCE OF CITIZENSHIP
☐ Birth Certificate SR CR City
☐ Certificate of Naturalization or Citizenship
☐ Passport
Bearer's Name:
No.: Filed/Issued:
Place: ☐ Seen & Returned

SEE REQUIREMENTS FOR PHOTOGRAPHS ON THE ATTACHED INFORMATION SHEET. PHOTOGRAPHS WHICH DO NOT MEET THE REQUIREMENTS OR ARE NOT A LIKENESS WILL NOT BE ACCEPTED.

ACCEPTANCE AGENT WILL STAPLE PHOTO HERE. DO NOT IMPRESS SEAL ON EITHER PHOTOGRAPH.

FATHER'S NAME	BIRTHPLACE	BIRTH DATE	U. S. CITIZEN ☐ Yes ☐ No

MOTHER'S MAIDEN NAME	BIRTHPLACE	BIRTH DATE	U. S. CITIZEN ☐ Yes ☐ No

☐ I WAS LAST MARRIED ON _____ TO (Wife's/Husband's full legal/maiden name - complete whether married, widowed or divorced)
☐ I WAS NEVER MARRIED

HAVE YOU OR ANYONE INCLUDED IN SECTION B OF THIS APPLICATION BEEN ISSUED OR INCLUDED IN A U.S. PASSPORT? ☐ Yes ☐ No IF YES, SUBMIT PASSPORT OR STATE:
Disposition: No.: Issue Date:

IN THE EVENT OF ACCIDENT OR DEATH NOTIFY (Not mandatory) (Do not give name of a person who will accompany you when traveling)
Name in full: Relationship:
Address Phone No.:

B COMPLETE ONLY IF WIFE/HUSBAND AND/OR CHILDREN UNDER THE AGE OF 18 YEARS ARE TO BE INCLUDED IN PASSPORT AND SUBMIT GROUP PHOTOGRAPH

WIFE'S/HUSBAND'S FULL LEGAL NAME

BIRTH DATE (Month-Day-Year)	BIRTHPLACE (City, State or Province, Country)

CHILDREN'S NAME(S) IN FULL	BIRTHPLACE(S) (City, State or Country)	BIRTH DATE(S) (Month-Day-Year)

(PASSPORT OFFICE USE ONLY)
WIFE'S/HUSBAND'S EVIDENCE OF CITIZENSHIP
☐ Birth Certificate
☐ Certificate of Naturalization or Citizenship
☐ Passport
Bearer's Name:
No.: Filed/Issued:
Place: ☐ Seen & Returned
CHILDREN'S BIRTH EVIDENCE
☐ Seen & Returned

I have not (and no other person included in this application has), since acquiring United States citizenship, performed any of the acts listed in section C on the reverse of this application form (unless explanatory statement is attached). I solemnly swear (or affirm) that the statements made on all of the pages of this application are true and the photograph attached is a likeness of me and of those persons to be included in the passport.

_____ (SEAL) _____
(To be signed at same time by husband/wife to be included in passport) (To be signed by Applicant in presence of person administering oath)

Subscribed and sworn to (affirmed) before me this _____ day of _____ 19____.

Clerk of the _____, Postal Employee/Passport Agent at _____
(Signature of person authorized to accept passport applications)

FORM 1-77 DSP-11 (OVER - YOU MUST COMPLETE PAGE 2) FORM APPROVED O.M.B. NO. 47-R0003

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FORM DSP-11 1-77

C WOMEN MUST COMPLETE FOLLOWING IF CHILDREN OF A PREVIOUS MARRIAGE ARE INCLUDED OR IF PREVIOUSLY MARRIED BEFORE MARCH 3, 1931

I WAS PREVIOUSLY MARRIED ON	TO (Full legal name)	WHO WAS BORN AT (City, State, Country)
ON (Date of birth)	☐ FORMER HUSBAND WAS U.S. CITIZEN ☐ FORMER HUSBAND WAS NOT U.S. CITIZEN	PREVIOUS MARRIAGE TERMINATED BY ☐ DEATH ☐ DIVORCE ON (Date)

D COMPLETE IF APPLICANT OR ANY PERSON INCLUDED IN SECTION B WAS NOT BORN IN THE UNITED STATES AND CLAIMS CITIZENSHIP THROUGH PARENT(S)

ENTERED THE U.S. (Month) (Year)	IF FATHER NATURALIZED		IF KNOWN, FATHER'S RESIDENCE IN U.S.
☐ Applicant ☐ Wife ☐ Husband ☐ Child	Date	Certificate No.	From (Year) To (Year)
	Before (Name of Court)	Place (City, State)	
RESIDED CONTINUOUSLY IN THE U.S. From (Year) To (Year)	**IF MOTHER NATURALIZED**		**IF KNOWN, MOTHER'S RESIDENCE IN U.S.**
☐ Applicant ☐ Wife ☐ Husband ☐ Child	Date	Certificate No.	From (Year) To (Year)
	Before (Name of Court)	Place (City, State)	

E PROPOSED TRAVEL PLANS (Not Mandatory)

PURPOSE OF TRIP	MEANS OF TRANSPORTATION	Ship	Air	Other	COUNTRIES TO BE VISITED
PROPOSED LENGTH OF STAY	Departure	☐	☐	☐	
	Return	☐	☐	☐	
NO. OF PREVIOUS TRIPS ABROAD WITHIN LAST 12 MONTHS	DO YOU EXPECT TO TAKE ANOTHER TRIP ABROAD? ☐ Yes ☐ No IF SO, WITHIN ☐ 1 Year ☐ 2 Years ☐ 5 Years				

F PRIVACY ACT STATEMENT

The information solicited on this form is authorized by, but not limited to, those statutes codified in Titles 8, 18, and 22, United States Code, and all predecessor statutes whether or not codified, and all regulations issued pursuant to Executive Order 11295 of August 5, 1966. The primary purpose for soliciting the information is to establish citizenship, identity and entitlement to issuance of a United States Passport or related facility, and to properly administer and enforce the laws pertaining thereto.

The information is made available as a routine use on a need-to-know basis to personnel of the Department of State and other government agencies having statutory or other lawful authority to maintain such information in the performance of their official duties, pursuant to a subpoena or court order; and, as set forth in Part 6a, Title 22, Code of Federal Regulations (See Federal Register Volume 40, pages 45755, 45756, 47419 and 47420).

Failure to provide the information requested on this form may result in the denial of a United States Passport, related document or service to the individual seeking such passport, document or service.

NOTE: The disclosure of your Social Security Number or of the identity and location of a person to be notified in the event of death or accident is entirely voluntary. However, failure to provide this information may prevent the Department of State from providing you with timely assistance or protection in the event you should encounter an emergency situation while outside the United States.

G ACTS OR CONDITIONS

I have not (and no other person included in this application has), since acquiring United States citizenship, been naturalized as a citizen of a foreign state; taken an oath or made an affirmation or other formal declaration of allegiance to a foreign state; entered or served in the armed forces of a foreign state; accepted or performed the duties of any office, post, or employment under the government of a foreign state or political subdivision thereof; made a formal renunciation of nationality either in the United States or before a diplomatic or consular officer of the United States in a foreign state; ever sought or claimed the benefits of the nationality of any foreign state; or been convicted by a court or court martial of competent jurisdiction of committing any act of treason against, or attempting by force to overthrow, or bearing arms against, the United States, or conspiring to overthrow, put down or to destroy by force, the Government of the United States.

(If any of the above-mentioned acts or conditions have been performed by or apply to the applicant, or to any other person to be included in the passport, the portion which applies should be struck out, and a supplementary explanatory statement under oath (or affirmation) by the person to whom the portion is applicable should be attached and made a part of this application.)

WARNING: False statements made knowingly and willfully in passport applications or in affidavits or other supporting documents submitted therewith are punishable by fine and/or imprisonment under the provisions of 18 USC 1001 and/or 18 USC 1542. Alteration or mutilation of a passport issued pursuant to this application is punishable by fine and/or imprisonment under the provisions of 18 USC 1543. The use of a passport in violation of the restrictions contained therein or of the passport regulations is punishable by fine and/or imprisonment under 18 USC 1544. All statements and documents submitted are subject to verification.

H (FOR USE OF APPLICATION ACCEPTANCE AGENT ONLY)

APPLICANT'S IDENTIFYING DOCUMENT(S)		IDENTIFYING DOCUMENT(S) OF WIFE/HUSBAND TO BE INCLUDED IN PASSPORT	
☐ Certificate of Naturalization or Citizenship	No. Issue Date: Expiration Date Place of Issue Issued in Name of	☐ Certificate of Naturalization or Citizenship	No. Issue Date: Expiration Date: Place of Issue: Issued in Name of:
☐ Passport		☐ Passport	
☐ Driver's License		☐ Driver's License	
☐ Other (Specify)		☐ Other (Specify):	

(PASSPORT OFFICE USE ONLY)

FEE _____ EXEC _____ POST _____

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INFORMATION FOR PASSPORT APPLICANTS

A. WHO MAY BE ISSUED A PASSPORT

A passport may be issued only to citizens or nationals of the United States.

B. USE OF THIS FORM

1. This application must be personally presented to and executed by (a) a passport agent; (b) a clerk of any Federal court; (c) a clerk of any State court of record or a judge or clerk of any probate court; or (d) a postal employee designated by the Postmaster General.* A wife or husband who is to be included in the passport must appear in person with the applicant and also sign the application. Unmarried children under the age of 18 years who are to be included in a passport application are not required to appear in person. (NOTE: A person included in the passport of another may not use the passport for travel unless he is accompanied by the bearer.) An unmarried person who has attained the age of 18 years must obtain a passport in his own name.

Passport Agencies are located in the following cities: Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle, and Washington, D.C.

2. Unless specifically limited by the Secretary of State to a shorter period of validity, passports are valid for five years from the date of issue, after which a new passport must be obtained for travel.

3. Under certain circumstances, a person who is the bearer of a passport issued within eight years prior to the date of a new application and who can submit that passport with his new application, may apply for a subsequent passport by mail. A person who may be eligible to apply for a passport by mail may obtain Form DSP-82, "Application for Passport by Mail," from travel agents, and the offices listed in Section B-1. Before completing the form, the applicant should carefully read the instructions on the reverse side to determine that he meets all of the requirements for obtaining a passport by mail.

C. PROOF OF UNITED STATES CITIZENSHIP IS REQUIRED OF APPLICANTS

1. Applicants Who Were Issued or Included in Passports Previously. A passport issued previously to an applicant or one in which he was included, shall be accepted as proof of United States citizenship. The applicant shall submit the passport with the application. If the passport cannot be submitted, other evidence of citizenship should accompany the application to avoid delay in issuance of the passport. The previous passport or citizenship documents will be returned with the newly issued passport.

2. Applicants Who Are Applying for Their First Passport.

a. Citizenship by Birth in the United States. A person born in the United States shall present his birth certificate. To be acceptable the certificate must show the birth record was filed shortly after birth and must be certified with the registrar's signature and the raised, impressed or multi-colored seal of his office. Uncertified copies of birth certificates are not acceptable. A delayed birth certificate (a record filed more than one year after the date of birth) is acceptable provided that it shows that the report of birth was supported by acceptable secondary evidence of birth as described below.

If such primary evidence is not obtainable, a notice from the registrar shall be submitted stating that no birth record exists. The notice shall be accompanied by the best obtainable secondary evidence such as a baptismal certificate, a certificate of circumcision, a hospital birth record, affidavits of persons having personal knowledge of the facts of the birth or other documentary evidence such as early census, school, or family bible records, newspaper files and insurance papers. Secondary evidence should be created as close to the time of birth as possible.

All documents submitted as evidence of United States citizenship by birth shall include the given name and surname, the place and date of birth of the applicant and bear the seal of the office, if this is customary, and signature of the person before whom such documents were executed or by whom they were issued. Evidence, except affidavits and altered or mutilated documents, will be returned by the Passport Office to the applicant unless the case may require further investigation.

b. Citizenship by Naturalization. A person who claims United States citizenship by naturalization shall submit his certificate of naturalization with his application.

c. Citizenship Through Parent(s). If United States citizenship was acquired through naturalization of a parent or parents, or by birth abroad to United States citizen parent(s), the certificate of citizenship issued by the Immigration and Naturalization Service shall be submitted with the application. If such a certificate is not available, submit the following documents:

(1) When Citizenship Was Acquired Through Naturalization of Parent or Parents. Parent(s) certificate(s) of naturalization, applicant's foreign birth certificate and evidence of admission to the United States for permanent residence shall be submitted with the application. If citizenship was acquired through the naturalization of a sole parent, the other having been an alien, also submit the divorce decree showing naturalized parent has custody, or the death certificate of the alien parent, when appropriate.

(2) When Citizenship Was Acquired Through Birth Abroad to United States Citizen Parent or Parents. A Consular Report of Birth (Form FS-240) or Certification of Birth (Form DS-1350 or Form FS-545) issued by the Department of State shall be submitted with the application. If neither of these is available, the foreign birth certificate, evidence of the United States citizenship of parent(s) and an affidavit from parent(s) showing the periods and places of residence in the United States and abroad (specifying precise periods in U.S. Armed Forces, in other U.S. Government employment, with qualifying international organization, or as a dependent of such person) before birth of applicant shall be submitted.

d. Requirements for Women Married Before September 22, 1922, or Married to Aliens Ineligible to Citizenship Before March 3, 1931. Evidence requirements for persons in these categories should be discussed with the person executing the application.

D. PHOTOGRAPHS

1. Number and Recency of Photographs Required. Two identical signed photographs taken within six months of the date of the application, portraying a good likeness of and satisfactorily identifying the applicant shall be presented with the application. Photographs should be taken in normal street attire, without a hat. Dark glasses are not acceptable unless required for medical reasons.

2. Signature on the Photographs. Both photographs must be signed on the front along the left-hand side without marring the features. The signature on the photographs must agree with the signature on the application.

3. Photographs for More Than One Person. A group photograph must be submitted when a husband or wife and/or children are to be included in a passport.

4. Photographs May Be in Color or in Black and White. Passport photographs are acceptable in black and white or in color. Photographs retouched to a point where the applicant's

*Postal employees have been designated only in certain areas.

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appearance is changed are unacceptable. However, those retouched merely to eliminate shadows and lines are acceptable.

5. Size and Quality of Photographs. The Passport Office welcomes photographs which depict the applicant as relaxed and smiling. Photographs shall be clear, front view, full face and shall be printed on thin, non-glossy paper with a light, plain background.

They shall not be smaller than 2-1/2 x 2-1/2 inches nor larger than 3 x 3 inches in size. Prints shall be capable of withstanding a mounting temperature of over 200 degrees Fahrenheit. Most vending machine prints will not withstand the mounting temperature and therefore are not acceptable. Also, magazine or full length photographs are not acceptable.

E. IDENTIFICATION

The applicant and husband/wife to be included in the passport must establish their identity to the satisfaction of the person executing the application. This may be done in one of the following ways:

1. Personal Knowledge of Identity. If the applicant is personally known to the person executing the application, no further identification is required.

2. Documents to Prove Identity. The following items are acceptable if they contain the signature AND either a physical description or a photograph of the applicant:

a. Previous United States passport;

b. A certificate of naturalization or of derivative citizenship;

c. Driver's license (not temporary or learner's license);

d. A governmental (Federal, State, municipal) identification card or pass.

As a general rule, the following documents are not acceptable as evidence of identity:

a. Social Security Card;

b. Learner's or temporary driver's permit;

c. Credit cards of any type;

d. Membership card in local social organizations, clubs, etc.;

e. Any temporary identity card or document;

f. Any document which has been altered or changed in any manner.

3. Witness in Lieu of Documents. If the applicant is not able to establish his identity by personal knowledge or by one of the above items, he shall be accompanied by an identifying witness who has known him for at least 2 years and who is a United States citizen or a permanent resident alien of the United States. The identifying witness shall sign an affidavit in the presence of the same person who executes the passport application. The affidavit shall show that the witness resides at a specific address; that he knows or has reason to believe that the passport applicant is a citizen of the United States; the basis of his knowledge concerning the applicant; and that the information set forth in the affidavit is true to the best of his knowledge and belief. The witness shall be required to establish his own identity to the satisfaction of the person executing the application by one of the above means.

F. PASSPORT FEES

1. Amount of Fees

a. Execution Fee. A fee of $3 shall be paid to the person executing the application. The execution fee is not collected by Federal officials when the application is for a No-Fee type passport.

b. Passport Fee. The fee for a passport is $10. No fee is charged persons who apply for No-Fee passports and who submit appropriate No-Fee authorizations from the government or military organization sponsoring their travel.

Passport fees and No-Fee authorizations shall accompany this application. No other fee except special postage should be paid.

2. Form of Fee. The following forms of remittance are acceptable:

a. Bank draft or cashier's check;

b. Check - certified, personal, travelers;

c. Money order - United States Postal, International, currency exchange, bank.

When applying at a Passport Agency, Federal court or authorized Post Office, the $10 passport fee and the $3 execution fee should be included in one remittance made payable to the Passport Office. When applying at a State court, the $10 passport fee should be made payable to the Passport Office and the $3 execution fee paid by whatever means the State court requires. Coin or currency should not be submitted unless application is made at one of the Passport Agencies shown in Section B-1.

G. HOW TO AMEND A PASSPORT

A passport may not be amended to exclude the bearer. It may be amended at the request of the bearer to show a married name, to correct the descriptive data, or to include or exclude a wife or husband or any minor children. Form DSP-19, Application for Amendment of Passport, may be used for this purpose. This form is required and must be personally presented to and executed by an authorized person noted in Section B-1 when an individual is to be included in a passport. A wife/husband to be included must also appear in person with the passport bearer and sign the application. A person may be included in and excluded from a passport once only. Forms DSP-19 are available from the offices noted in Section B-1.

H. IMMUNIZATION INFORMATION

Under the International Health Regulations adopted by the World Health Organization, an International Certificate of Vaccination against smallpox may be required as a condition of entry to any country. An International Certificate of Vaccination against yellow fever or cholera may be required by some countries. For return to the United States, only a smallpox certificate will be required if, within the past 14 days, a traveler has visited a country reporting smallpox. Specific information on required and recommended immunizations and prophylaxis for travel to all areas of the world may be obtained from your local or State health department.

U.S. GOVERNMENT PRINTING OFFICE 670—16—83804-1

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the identification data, and the titles of the amendments and endorsements page appear in both English and French.

The Bicentennial passport will be issued only this year, but its general format will be retained in future passports, except for the removal of the Bicentennial inscription and seal.

The Bicentennial passport, like all passports, has a validity of five years, and is obtained in the same manner as those issued in other years. No matter where the American citizen personally presents his completed passport application — at the Chicago Passport Agency, Room 331, 230 S. Dearborn St., Chicago 60604; before the clerk of any federal or state court of record, including the clerk of court in most county seats; or before a certified postal clerk at selected designated post offices — the basic requirements for a passport are the same:

• Proof of citizenship: A birth certificate, which *must* be presented if the applicant was born in the United States; a certificate of naturalization or certificate of citizenship if it was acquired through naturalization of a parent; or a previously issued passport.

• Identification: An applicant is required to establish his identity to the satisfaction of the passport agent or clerk of court either through personal knowledge; presentation of documentary proof containing his signature (such as a driver's license; municipal, state, or federal government identification card or pass); an old passport; or by an identifying witness who accompanies the applicant at the time of application.

• Two identical duplicate photographs taken within the last six months, both signed by the applicant on the front along the left hand side. They may be in color or in black and white, must be front view, full-faced, on thin unglazed paper, and not over 3 by 3 inches nor less than 2½ by 2½ inches in size. A relaxed, smiling natural pose is recommended.

• Fee for a new passport is $10. The execution fee is an additional $3. The fee for passport renewals, which may be made by mail on a special pink form, DSP-82, also is $10, but there is no execution fee.

After receiving the passport, the traveler also may need to obtain a visa from the consular official of the country he's planning to visit. A visa is a stamped notation in the passport indicating that the bearer is to be permitted to enter the specified country for a certain purpose and length of time. However, most Western European countries do not require visas for temporary visits.

Thus armed with a passport and proper visas, Americans can visit all the countries of the world — except Cuba, Cambodia, North Korea, North Viet Nam, and South Viet Nam. For travel to those countries a U.S. citizen would have to secure a special validation from the Department of State. Mainland China is no longer on the banned list.

Now that you have that passport, first sign it on page 2. It is not valid unless signed by the bearer. Fill in the information required on the inside front cover. Then keep it safe, protect it! Its loss or disappearance can cause you considerable delay and expense.

Elmo G. Poole, agent in charge of the Chicago Passport Agency, puts it this way: "Treat your passport as if it were a $1,000 bill. And if you happen to be so wealthy that a $1,000 bill doesn't mean a great deal, treat it like a $10,000 bill!" (see pages 32-35)

WHY ARE ORGANIZATIONS INVOLVED IN INTERNATIONAL INTERACTIONS?

Objectives

1. Students will draw at random an institution card and two possible reasons for international involvement cards. (see pages 37-39)
2. Students will select one of the reasons for international involvement and develop this motivation for the institution they drew.
3. Students will infer that institutions are involved in international activity for a wide variety of reasons.

Materials Needed: Enough cards with reasons for International Involvement so that each student or group can draw two. Institution cards so that each student or group can draw one.

Procedure: Students may work individually or in small groups of two or three. Have them draw one institution card and two reasons for international involvement cards. They are to select one reason and use it to give an explanation of why their institution is involved in international activity. They are to give specific examples of ways their goal could be achieved by their institution. This presentation could be written, oral or presented with a role play developed by the student groups.

Possible Variation: Have the students present a short role play giving the class the institution they represent and see if the class could identify their reasons for getting involved in international activity.

INSTITUTION CARDS

CHURCH	MILITARY
BUSINESS	SCHOOLS
SERVICE ORGANIZATION	GOVERNMENT

REASONS FOR INTERNATIONAL ACTIVITY CARDS

DISSEMINATE KNOWLEDGE	ACQUIRE STATUS	HELP OTHERS
FAMILY TIES	PERSONAL FRIENDSHIP	CURIOSITY
CULTURAL AND ETHNIC TIES	SAVE SOULS	MANKIND IDENTITY (INTEREST IN OTHER PEOPLE AS HUMAN BEINGS)

00 15

REASONS FOR INTERNATIONAL ACTIVITY CARDS

MAKE MONEY	ACQUIRE MATERIAL NEEDS
CONTROL FINANCES AND RESOURCES	ACQUIRE KNOWLEDGE

COLLECTING INFORMATION ABOUT INTERNATIONAL LINKS OF LOCAL CIVIC AND SERVICE ORGANIZATIONS

Objectives

1. Students will use a questionnaire to survey local civic and service organizations to determine ways they are linked to the world.
2. Students will organize the data from the questionnaire into charts and tables.
3. Students will analyze the data and draw conclusions about ways and the extent to which local civic and service organizations are linked to the world.

Materials Needed: Lists of local, civic and service organizations and their presidents. These should be available from the local chamber of commerce. The questionnaire is included. (You may want to revise it to suit your needs.)

Procedure: Have students individually or in pairs contact the various organizations and arrange to meet with a representative to complete the questionnaire. Make sure students give an explanation of the objectives of the questionnaire and the kind of information desired. This could be done on the phone or by mail, though personal contact would be preferable for more complete information and a larger percentage of responses.

The information from the completed questionnaires should be tallied and placed in charts or tables that can be used by the class. A form for tallying the questionnaire is suggested. (see page 41) On a world map, indicate national headquarters with one color; use another color to indicate countries visited or countries that have sent visitors or countries where organizations have projects.

After compiling the data, the following discussion questions could be used:

1. To what areas of the world are local civic and service organizations linked?
2. In what kinds of world projects or programs are local civic and service organizations involved?
3. What reasons do these organizations have for being involved with the world?
4. How great an impact do these organizations have on the world? Other countries? Your state and community?

This questionnaire is part of a social studies activity to determine how civic and service organizations in (community) are linked to the world. The class will compile the results to show ways organizations are linked to the world and countries with which they are involved. You are welcome to see our compiled data. Thank you for helping us find out how organizations in our community are linked to the world. If you have any questions, please call me at _____ or come to the school.

Thank you,

_____

(Teacher)

Name of Organization _____

Is your membership international? ☐Yes ☐No

Do you have an international headquarters?
☐Yes ☐No

If so, where is it located?_____

In what country did your organization originate?

_____

In what kinds of international projects does your organization participate? Please list and give a short explanation.

_____

_____

_____

_____

Have any of your members in the last year visited members in another country? ☐Yes ☐No

If so, what country? _____

If any of your members have traveled outside our country and would be willing to talk to our class about their experiences would you please indicate their name, the country they visited and how they could be contacted.

INTERNATIONAL ACTIVITIES IN LOCAL CHURCHES

Objectives

1. Students will use a questionnaire to survey local

CIVIC AND SERVICE ORGANIZATIONS AND WORLD INVOLVEMENT

Organizations	International Headquarters	Country of Origin	Countries Your Members Visited	Countries Sending Members to Visit	World Projects
Kiwanis					
Rotary					
YMCA-YWCA					
Altrusa					

churches to determine their involvement in world projects.

2. Students will organize the data from the questionnaire into charts and tables.
3. Students will analyze the data and draw conclusions about where and how local churches participate in world projects.

Materials Needed: List of local churches is available from local council of churches. Weekend editions of newspapers often print church directories; or local chambers of commerce may have church directories. The questionnaire is included; you may want to vary it to suit your own needs.

Procedure: Have students individually or in pairs contact the local churches to arrange for a meeting to complete the questionnaire. Prepare students to give an explanation of the objectives of the questionnaire and how the data will be used. Though questionnaires could be mailed, personal contact is suggested for more complete information and larger percentage of responses.

The data on the questionnaires should be tallied and placed on charts or tables that can be used by the class. On a map, indicate where the world projects of local churches are located. Designated symbols could indicate the purpose of these world projects.

After compiling the data, the following discussion could be used:

1. In what areas of the world are projects of Local Church International located?

QUESTIONNAIRE

This questionnaire is part of a social studies project to determine ways in which local churches are involved in world projects. The class will compile the results to show to what kinds of world projects local churches are committed and where these projects are. You are welcome to see our completed data. Thank you for helping us to find out how our local churches are involved with the world. If you have any questions, please call me at _____ or come to the school.

Thank you,

_____
(Teacher)

1. Name of the Church_____

2. What world projects are regularly a part of your church program?

Project	**Area of the World**	**Major Goal**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. What special world projects were a part of your church program during the past year?

_____	_____	_____
_____	_____	_____

4. What international topics have been studied by your church during the past year?

5. Have individuals from other countries visited your congregation in the past year? From what countries?

6. Have members of your congregation visited other countries in the past year? What countries?

Churches	Project	Area of the World	Major Goal	International Topics Studied	Visitors From?	Countries Visited?
1.						
2.						
3.						
4.						
5.						
6.						

2. What conclusions can you draw about why local churches are involved in world projects?
3. What impact do you think these projects would have on the countries in which they are located?

If anyone in your church would be interested in talking about his or her experiences in another country, of if there is a visitor who would talk to the class about his or her home country, please indicate how they could be contacted.

Using a church directory or telephone book, list the number of churches whose names suggest the ethnic origin of their founders. Draw conclusions about the ethnic origins of people in your community.

A MULTINATIONAL CORPORATION AND THE WORLD MARKET

Objectives

1. Given the names of several products, students will be asked what they have in common.
2. Given the information that they are all owned by PepsiCo, which produces Pepsi, students will draw conclusions about the scope of a multinational corporation.

Materials Needed: The handout listing the various products and the handout briefly describing PepsiCo (The list could be used as a transparency.)

Procedure: Give students the list of products and ask them to write what they all have in common. Ask a large number of students in the class what they wrote. Then give the students the handout describing PepsiCo and ask the class to discuss.

What do the following items have in common?

PEPSI

YAGO SANGRIA (blend of red and white wine and citrus juices)

FRITOS

SABRITAS (Mexican snack food)

WILSON T3000 (tennis racquet)

NORTH AMERICAN VAN LINES

TEEM

RUFFLES POTATO CHIPS

UNIFORMS FOR THE MAJORITY OF THE MAJOR LEAGUE BASEBALL TEAMS

PIAT AND CARTIER (French wines)

DORITOS TACO FLAVOR CHIPS

WILSON BASEBALL GLOVE

MIRINDA ORANGE DRINK

MODULAR BUILDING UNITS (ones used at Alaskan pipeline construction sites)

WILSON OFFICIAL NBA OR NFL GAME BALL

What all of the items listed have in common is that they are all owned and produced by PepsiCo, Inc., which owns Pepsi, Frito-Lay, Monsieur Henri Wines, Ltd., Wilson Sporting Goods, North American Van Lines and PepsiCo Building Systems. PepsiCo also has distributing rights to Stolichnaya, the only Russian-made vodka sold in America.

PepsiCo's beverage products are available to some three billion people in 134 countries and territories outside the U.S.; its sporting goods are sold in 129 countries; and its transportation services extend virtually around the world. Sabritas is the leading snack line in Mexico, and PepsiCo Foods International is rapidly developing food operations in Spain, Venezuela and Brazil. Sales of Pepsi Cola and companion products outside the U.S. grew from 1965 to 1975 by 293 per cent. Combined sales of PepsiCo's domestic and foreign food operations have increased nearly four times from $242.8 million in 1966 to $806.7 million in 1975.

PepsiCo's sales and revenues have grown from just under $600 million in 1965 to well over $2 billion today. PepsiCo has 42,000 shareholders in the U.S. and 85 other countries.

1. How great an impact does PepsiCo have on your life and your eating habits? Ask for a show of hands to see how many students drink Pepsi, Teem or Mountain Dew. How many students use Wilson sports equipment or watch NFL football, NBA basketball or major league baseball where they use Wilson equipment?
2. How will eating around the world be affected by PepsiCo?

FINDING FOREIGN—MADE PRODUCTS IN YOUR HOME AND COMMUNITY

Objectives

1. Students will survey and analyze their home and community for foreign-made products.
2. Students will categorize the data gathered and compile the data into charts, tables and graphs to be used by the class.
3. Students will develop maps to show the flow of products to their community.
4. Students will draw conclusions about the relationship between their home, community and the world.

Materials Needed: Paper and pencils for taking surveys, paper for posters or transparencies and a large map of the world, colored pins (or something to mark places on the map)

Procedure: Have students take a survey in their homes of the products they have that were made outside the United States. Have each student categorize the information and report to the class. On a map of the world, indicate with colored pins each country mentioned, or list the countries on the board. Then, have students analyze their data.

Possible discussion questions:

1. How dependent are you and your families on products from the rest of the world?
2. What would your life be like without these products?
3. What parts of the world seem to supply our needs for imported products?

In groups or individually, have students survey the following places in their community for foreign-made products:

a. A local business (grocery, hardware store, clothing store, etc.)
b. Parking lots (foreign-made vehicles)
c. Equipment in the school (audiovisual, sports, science, home economics, etc.)

Have students categorize their data and make charts or tables to present their information to the class. Again, you may want to indicate on a map where these products come from. Ask the class to draw conclusions on their data. Possible discussion questions:

What would our life be like without foreign-made products?

How much do you think communities of the world depend on the U.S. for products?

List some reasons Americans use many products made in other countries.

IDENTIFYING LOCAL BUSINESS FIRMS INVOLVED IN FOREIGN TRADE

Objectives

1. Students will obtain information on companies in their locale that are involved in international trade.
2. Students will hypothesize about the effects of international trade on companies in their locale.
3. Students will hypothesize about the effects of international companies on the locale in which they are located and the countries with which they trade.

Materials Needed: The information will have to be obtained by contacting local industries. The students will need information on the economic activity of the company, such as number of employees, countries with which it trades, sales (within the U.S. and outside the U.S.), types of products produced and foreign offices or representatives.

Procedure: In this activity, the teacher has several options to adapt the activity to his or her area and needs. The class could be divided into groups with each studying one local industry, or the class as a whole could study one industry. A class could choose to study a multinational corporation in its state or locale rather than local industry. The choice should be based on student interest and what is located in your area.

Students should compile their information in charts, tables, graphs and visuals (posters, bulletin boards or transparencies) so it is available to the class. They could indicate on a map of the world where the corporation they are studying is located in their state and where they trade in the world. On the map, pictures may be used to indicate the products traded. Another map might be drawn to indicate the methods and routes of transportation that would be used to get the products from their area to the parts of the world in which they are sold.

After compiling the information, the following are some possible discussion questions:

1. Why is this corporation able or willing to sell its products to other countries?
2. Why do you think this company involved in international trade chose to locate in our state or locale? Was it a multinational company before locating here, or after?
3. What problems has the company faced because of its international involvement?
4. How has our community or locale been affected by the activities of this company?
5. How are the people and countries who receive these products affected by this international trade?

THE FLOW OF FOREIGN CAPITAL TO U.S. BUSINESS

Objectives

1. Students will read information about foreign investment in the U.S.
2. Given a list of foreign-owned companies in their

state, students will draw conclusions about the effect of foreign investment in their state.
3. Students will speculate on reasons for foreign investment in their state.

Materials Needed: Handout on foreign companies and the U.S. market and the list of foreign-owned companies in the state

Procedure: Give students the handouts and divide them into groups to answer the following questions:

1. According to the graph, what is the trend in foreign investment in American business?
2. Which foreign countries have the greatest investment in your state?
3. Why might your state encourage investment from foreign countries?
4. What might have attracted the particular businesses listed to invest in your state?
5. What kinds of industries or businesses seem to attract foreign investment?
6. How would the economy of your state or community be affected by these foreign-owned companies? (Consider workers, consumers, businesses and banks.)

FOREIGN COMPANIES AND THE U.S. MARKET

Bic pens, Lipton tea, Travelodge Motels, *all* detergent, Keebler crackers, Brylcream and a host of other widely used products and services are provided by foreign-owned companies. Nestle, for example, has a U.S. sales volume of $1.6 billion annually.

According to *Forbes*, more than one million Americans are employed by companies which are either completely or substantially owned by foreign concerns.

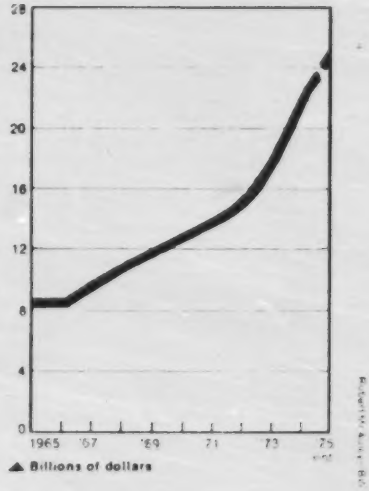
According to *Business Week*, April 12, 1976:

> France's Michelin in an auto-related venture is spending $300 million on construction of a new tire plant in South Carolina.
>
> Swedish steelmaker Sandvik last month bought Pittsburgh's Disston, Inc., in a move that may lead to increased imports of Swedish saws and blades into the U.S. and exports of Disston tools and garden equipment to Europe.
>
> Italy's Montecatini Edison bought a metacrylic sheet plant in Kentucky from Swedcast, Inc., and plans to invest $60 million in a polypropylene plant near Houston — an area already dotted with facilities of Germany's Bayer, France's Rhone-Poulenc and Britain's Imperial Chemical Industries (ICI).
>
> Hansom Trust Ltd., a British conglomerate, is trying to raise its 77 per cent share in Detroit's Hygrade Food Products Corporation to 100 per cent. Last fall it paid $36 million to acquire the textile division of Indian Head, Inc., taken over previously by the Monaco-based Thyssen-Bornemisza Group.
>
> Canadian Pacific Ltd. is stalking U.S. investment opportunities in everything from steel and offshore oil to machinery manufacturing and hotels.

The January 25, 1978, *Saturday Review* gave the following sampling of properties known to have been acquired by Middle Eastern oil interests:

> Here is a representative sampling — by no means complete — of properties known to have been acquired by Middle Eastern oil interests:
>
> - Atlanta-Hilton Center, an urban commercial development: 50 per cent participation by Kuwaiti interests for $10 million.
> - Arizona Land and Cattle Company of Phoenix: 15 per cent interest to Saudi Arabia for $9.2 million.
> - First National Bank of San Jose, CA: 33 per cent interest for $14 million from Saudi Arabia.
> - Security National Bank of Walnut Creek, CA: 96 per cent owned by a Saudi, estimated cost $120 million.
> - Bank of Contra Costa, also of Walnut Creek (population 46,400): 57 per cent interest bought by same Saudi entrepreneur for $14 million.

Foreign capital flows to the U.S.



*Book value at year-end
Data: Commerce Dept.; BW est.

INDIANA COMPANIES WITH A MINIMUM OF 10% FOREIGN INVESTMENT

Name and Address	Foreign Companies, Country of Origin & Products
Abitibi Corporation Building Products Div. U.S. 20, P.O. Box 509 Middlebury, IN 46540	Abitibi Paper Co., Ltd. Canada Prefinished moldings
Alcan Building Products 2750 Enterprise St. Indianapolis, IN 46219 (Plant in Goshen)	Alcan Aluminum Ltd. Canada Aluminum residential products
Alumax Building Products Div. P.O. Box 425 Bristol, IN 46507	Alumax-Mill Products, Inc. Japan Building products
Bata Shoe Co., Inc. R.R. 1 Salem, IN 47167	Bata Shoe Co. Canada Canvas, rubber footware
Berkel, Inc. 1 Berkel Drive LaPorte, IN 46350	Van Berkel N.V. The Netherlands Slicing machines
Bio-Dynamics, Inc. 9115 Hague Road Indianapolis, IN 46250 (Plant in Warsaw)	Boehringer Mannheim, GmbH Germany Unitest blood test systems
Bremen Bearing Co., Inc. U.S. 6 Bremen, IN 46506	Nadella France Bearings
Certain-Teed Products Corp. 240 Elizabeth St. Shelbyville, IN 46176	San Gobain France Fiberglass insulation
Cutting, Inc. 21 N. Jefferson St. Hartford City, IN 47348	Cutting Ltd. Canada Data communications rolls & paper rolls
Duncan Electric Co. U.S. 52 Bypass, P.O. Box 188 Lafayette, IN 47906	Landis Gyr AG Switzerland Electric watt-hour meters
Caltherm Bartholomew Industrial Parkway Columbus, IN 47201	Calorstat France Thermostats
Endress & Hauser 2350 Endress Place Greenwood, IN 46142	Endress & Hauser Co. Germany Industrial level controls
Esquire Kleindienst Co., Inc. 720 Ransdell Road Lebanon, IN 46052	Kleindienst & Co. Germany Car wash equipment

Name and Address	Foreign Companies, Country of Origin & Products
Gate City Steel Corp. Gary, IN	Husky Oil Co. Canada Steel processing
Geberit Manufacturing Co., Inc. P.O. Box 2008 Michigan City, IN 46360	Geberit AG Switzerland Sanitation products
General Cable Corp. 2036 Stoutfield W. Drive Indianapolis, IN 46224	British Insulated Calendar Co. Great Britain Copper & aluminum electrical wire & cable
Hedwin Corp. 1209 E. Lincoln Way LaPorte, IN 46350	Solvay Belgium Plastic shipping containers
Hitachi Magnetics Corp. 3750 N. Meridian St. Indianapolis, IN 46208	Hitachi Magnetics Japan Electronics
Howmet Turbine Components Corp. Austenal LaPorte Div. 1110 E. Lincoln Way LaPorte, IN 46350	Pechiney Ugine Kuhlman France Investment castings
Howmet Aluminum 610 Wildwood Elkhart, IN 46514	Pechiney Ugine Kuhlman France Aluminum siding, heat ducts, shutters, wheel housings for mobile homes and travel trailers
Indian Summer Inc. 631 E. Walnut St. Evansville, IN 47713	Ranks, Hovis, McDougall Great Britain Vinegar & apple cider
International Packing of Indiana, Inc. Smithland Rd., P.O. Box 38 Shelbyville, IN 46176	Karl Freudenberg Germany Custom packings, precision moldings
International Packings of Indiana, Inc. U.S. 52, P.O. Box 245 Morristown, IN 46161	Karl Freudenberg Germany Molded rubber parts
Kawneer Co., Inc. 751 International Drive P.O. Box 302 Franklin, IN 46131	Alumax Japan Architectural aluminum products
Kawneer Co., Inc. Lebanon Industries Div. 501 W. Noble St., P.O. Box 328 Lebanon, IN 46052	Alumax Japan Extrusion tooling
Kawneer Co., Inc. South Bend, IN	Alumax Japan Screws, nuts and bolts

Name and Address	Foreign Companies, Country of Origin & Products
The Kent Co. (Keltec, Inc.) 2310 Industrial Parkway P.O. Box 939 Elkhart, IN 46514	Dometic Inc. Sweden (Div. of Electrolux Floor maintenance machines
LaSalle-Deitch Co. (Magnavox) 1722 W. Mishawaka Road Elkhart, IN 46514 (Three additional plants in Elkhart; plants in Bristol & South Bend)	N.V. Phillips Co. The Netherlands Dinette sets
Lever Brothers Co. 1200 Calumet Ave. Hammond, IN 46320	Unilever Ltd. The Netherlands Soaps, detergents, glycerin shortening, margarine
Libby, NcNeill & Libby 106 E. Lordeman St. P.O. Box 827 Kokomo, IN 46901	Nestles Canada Tomato juice; peach, pear and apricot nectar
MacMillan-Bloedel, Inc. 810 N. Washington St. Marion, IN 46952	MacMillan-Bloedel Ltd. Canada Corrugated containers
Magnavox Co. 1700 Magnavox Way Fort Wayne, IN 46804	N.V. Phillips The Netherlands Home entertainment products
Moore Business Forms, Inc. S.R. 25 N. Rochester, IN 46975 (Plant in Angola)	Moore Corp., Ltd. Canada Business forms
Neoteric USA, Inc. Fort Harrison Industrial Park Terre Haute, IN 47804	Neoteric Eng. Affiliate Property Ltd. Australia Neova Hovercraft
New Albany Tribune & *Sunday Ledger Tribune* 303 W. 2nd St., P.O. Box 530 New Albany, IN 47150	Thompson Newspapers Canada Daily newspaper publishers
Pan American Screw Corp. 2125 Industrial Parkway P.O. Box 632 Elkhart, IN 46514	P.L. Robertson Canada (Division of Hamilton) Fasteners (for mobile homes)
Per Pak Corp. (Time Industries) Brook, IN 47922	Smurfit United Kingdom Custom packaging
Robus Products 4201 Wilson Ave., P.O. Box 736 Madison, IN 47250	Freudenberg & Co. Germany Leatherboard

Name and Address	Foreign Companies, Country of Origin & Products
Seagram, Joseph E. & Sons, Inc. 7 Ridge Ave. Lawrenceburg, IN 47652	Seagrams Distillers Ltd. Canada Seagrams 7 Crown and Seagrams gin
(Plant in Jeffersonville)	
The Selmer Co. 1120 N. Main St. P.O. Box 310 Elkhart, IN 46514	H. & H. Selmer Inc. The Netherlands Musical instruments
Systems Manufacturing Corp. 5538 W. Raymond Indianapolis, IN 46225	Japan Pneumatic controls
Talbert Manufacturing, Inc. P.O. Box 38 Rensselaer, IN 47978	NTN Corporation France-Spain Heavy-duty trailers & hauling systems
Time Container Corp. P.O. Box 103 Frankfort, IN 46041	Jefferson Smurfit Group Ltd. United Kingdom (Dublin) Corrugated & paperbound products
Tri-Wall Containers, Inc. P.O. Box 8 Butler, IN 46721	Thyssen-Bornemisza The Netherlands Fiberboard containers, sheets
Wayne Corporation P.O. Box 1447, Industries Road Richmond, IN 47374	Thyssen-Bornemisza The Netherlands Specialty vehicles, ambulances
David R. Webb Co. 205 S. Holland St. Edinburg, IN 46124	Anbe Switzerland Face veneers & walnut lumber
Master Abrasives 2466 State Road 39N LaPorte, IN 46350	Meister Schleifmittelwerk AG Switzerland Precision-mounted abrasives for finished castings
Schnacke-Grasso, Inc. 1101 N. Governor St. Evansville, IN 47711	Grasso Koninklijke Maschine Fabrieken The Netherlands Refrigeration equipment
American Poclain Corp. 2555 E. 55th Plaza Indianapolis, IN 46206 (Sales Office)	Poclain Hydraulics France Hydraulic components
G.R. Wood, Inc. 2401 N. Dunn (P.O. Box 21) Bloomington, IN 47401	Germany Wood veneers
Lehigh Portland Cement Co. P.O. Box 97 Mitchell, IN 47446	Portland-Zementwerk Heidelberg Germany Cement

EXPORTS OF MANUFACTURED GOODS FOR INDIANA

Objectives

1. Students will be able to read and interpret a graph.
2. Students will gain a further understanding of Indiana's role in exporting goods.

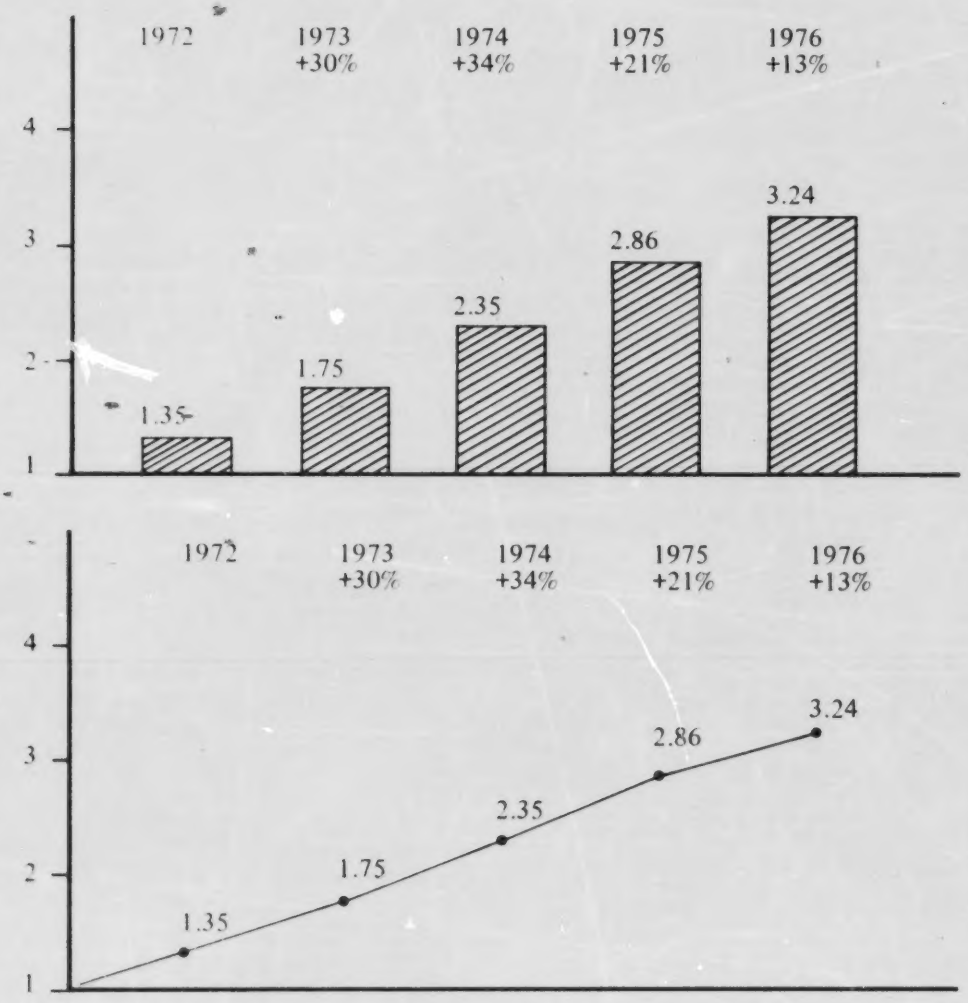
Materials Needed: Handout of graph, Exports of Manufactured Goods from Indiana in Billions of Dollars

Procedure: It is assumed here that students are not skilled in reading a graph. The activity is therefore very structured. Teachers may wish to alter the strategy to adjust to the needs of the class.

Possible questions for discussion are:

1. Introductory questions to acquaint students with the graph:
   a. What does the graph represent?
   b. Why is one of them called a line graph? Why is the other called a bar graph?
   c. What does the number 2.35 mean?
   d. What does the figure "+30%" mean?

EXPORTS OF MANUFACTURED GOODS
FROM INDIANA IN BILLIONS OF DOLLARS



Source: U.S. Department of Commerce, Indianapolis, Indiana January 30, 1976

2. Are exports of manufactured goods from Indiana increasing or decreasing? Give evidence to support your answer.
3. In dollar value, how much was the increase from 1972 to 1973?
4. In dollar value, which year shows the greatest increase over the previous year? How much is the increase?
5. Which year shows the least per cent of increases over the previous year? Why do you think this happened?
6. Where would you find out what manufactured goods were exported? Could you identify countries to which Indiana exported these goods?

YOUR STATE AND THE WORLD MARKET

Objectives

1. Given trademarks, students will identify the number that are American or international companies.
2. Students will identify what is produced by the companies with which they are familiar.
3. Students will categorize the companies.
4. Students will draw conclusions about the impact of international companies, especially in their state.

Materials Needed: Handout with trademarks, handout on "Indiana and the World Market" and handout on "Indiana EMC's"

Students are asked to obtain information about international companies in Indiana from the Commerce Department and the International Trade Division. They publish an International Trade Directory. Its contents include:

- listing of 12 Indiana banks with international divisions;
- listing of 15 informational agencies;
- detailed listing of EMC's with represented products;
- Indiana exporters (nearly 800);
- Indiana importers (over 250).

Procedure: Give the students the handout with the trademarks and ask them to list the number of companies that are American and the number that are international. Ask for various responses from the class to see how many they listed in each category. Then tell the class that all of the companies listed are international, with headquarters for their European operations in Brussels, Belgium.

Divide the class into groups and have them identify the companies they are familiar with and what they produce. Categorize the companies, based on what they produce.

After completing the categorizing, answer the following questions:

1. From this limited information, what kinds of companies are international? What reasons might these companies have for being international?
2. What effect would these companies have on the country where they are located? Consider workers, consumers, bankers and businessmen.
3. How would the U.S. consumer, worker and businessman be affected by international businesses in their state?

Procedure: Give the students the handout, "Indiana and the World Market," and have them answer the questions. They need to obtain current, updated information. To save time, you may want to write for the information before you do the activity. An excellent source is the International Trade Division, Indiana Department of Commerce, 336 State House, Indianapolis, IN 46204.

1. Why would Indiana want commercial representatives in the four countries where they presently are?
2. How else does the state government encourage foreign investment in Indiana?
3. How does the state government help promote the sale abroad of products produced in Indiana?
4. Can you find the names of specific products that are involved in foreign trade with firms in Indiana?
5. Where in Indiana can goods be exported from/imported to?

Procedure: Give the students the handout, "Indiana EMC's," and have them answer the questions.

1. What is an EMC?
2. What EMC's are located near you? What products do they specialize in?
3. What products, goods or services seem to be the most frequently listed exports from Indiana? What would cause this?
4. Are there any products, goods or services that seem unlikely exports from Indiana?
5. See if you can determine which countries are served by one or more of the EMC's.

Have a small group of students locate the cities on an Indiana map that are represented on the EMC list. Does their location within the state enhance their business/trading opportunities?

The following 12 pages contain materials excerpted from Intercom 84/85, Copyright 1977 by the Center for Global Perspectives, 218 East 18th St., New York, NY 10003, and Global Perspectives: A Humanistic Influence on the Curriculum, a project funded in part by the National Endowment for the Humanities.

What Is a System?*

Areas of Study

General
Science
Creative Movement
Social Studies (optional)
Art (optional)

Purpose

This is the only handbook lesson that explicitly provides students with a beginning model of a concept—*systems* (which are basic to an understanding of interdependence). The lesson, therefore, is a building block for exploring other kinds of experience from a systems perspective. It provides the basis for developing a tool that will help students begin working toward the *competence of perceiving how they are involved in the world system.*

Objectives

Students will

1. use picture puzzles to recognize that all parts must fit together to create a system;
2. manipulate familiar objects to describe what happens when one part of a system is missing or breaks down;
3. role-play parts of familiar machines to demonstrate how parts of a system work together;
4. use their knowledge of systems to begin to categorize objects as systems and nonsystems.

Suggested Time

3–4 class periods

Materials

Activity 1 (Puzzle Systems): A variety of easy picture puzzles (either readymade or constructed by cutting up picture cards), paper bags or envelopes for easy distribution of the puzzles.

Activity 2 (Making a Spool-toy System): For each student (or pair of students):
—a *wooden* thread spool (plastic won't work)
—a thumbtack
—a 3-inch rubber band
—a piece of wooden doweling that can fit through the spool or a stick from a cotton swab
—(for extending the activity) a variety of ballpoint pens or flashlights

Activity 3 (Machines Are Systems): None

*This introductory lesson is adapted from a set developed under a grant from the Office of Environmental Education to the Center for Global Perspectives by Ann de la Sota, a staff member of the Mankind Schools Project, Institute for the Development of Education Activities (I/D/E/A).

Suggestions to the Teacher

Activity 1: Puzzle Systems

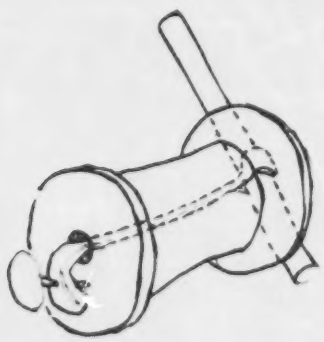
1. Give each child (or each set of partners, if you prefer children work in pairs or if you are short on puzzles) two bags of puzzle pieces, with Bag 1 containing a matched puzzle and Bag 2 containing a mismatched or incomplete puzzle.
2. Tell each child to try to make a whole puzzle from each separate bag (to avoid mixing pieces between the two bags, with resulting confusion and frustration, you might color-code each puzzle's pieces or hand out only one bag at a time).
3. Have each child identify which bag or which set of puzzle pieces made a whole puzzle and which did not.
4. Encourage each child to tell why one set of pieces fit into a whole puzzle and why the other did not, reinforcing such words as *parts, whole, fit together, connected* which indicate understanding for the age of your student. These will become the basic vocabulary of systems learning, while the growing verbalization of what happened and why (a form of debriefing at the primary level) will continue to be the most important part of each lesson as children come together to share experiences and feelings, to discuss insights, and to learn and use new vocabulary labels.
5. Inform the children that each of their completed puzzles is a "system," explaining that this is so because the parts fit together or are connected together as a whole. Make sure you also indicate that their incomplete puzzles are not systems because they do not fit together as a whole. With older students, you may be able to push on to the interrelationship of parts or their dependence on each other (interdependence), to the recognition that one missing or mismatched piece affects the whole puzzle, and to the fact that care of each piece of the puzzle is important to the whole (this last is a good way to lead to more careful cleanup of puzzles). Although it is probably too early to introduce any one or all of these expanded definitions of systems, keep them in mind and insert them as they apply—perhaps with individual students who are thinking ahead of the others or by building on a child's relevant comments. (For example, if a child complains about puzzle pieces always being lost or mixed up in Bag 2, it might be a good time to discuss how one missing part can ruin the whole and why it is so important to care for each piece when using or putting away puzzles.)
6. Use this idea of caring for each part as you tell children to clean up their puzzles carefully. The completed puzzle of Bag 1 can either be returned to

the bag (children who can write might print SYSTEM in large letters on the bag as another way to reinforce learning this new word) or they can be moved to a table or bulletin board for display under the heading SYSTEMS. The pieces of Bag 2 can simply be returned to the bag with a quick review of why this bag won't be labeled SYSTEM.

Activity 2: Making a Spool-toy System

This idea dates back to early in the century and was resurrected a few years ago by William R. Fielder, general editor of the Holt Databank elementary series, for demonstration purposes. It serves as a good introduction to the system idea for older students (grades 2-6).

1. Tell the class that each student (or pair of partners) will try to make a spool toy that moves across the floor (i.e., function) from the four parts they will find in their bags or envelopes. Show them the spool, tack, rubber band, and dowel. Tell them it is their task to combine the parts into a system that moves across the floor. Be sure to warn them that it is a difficult task (in fact, few children discover the system on their own without teacher instruction, although some will come close) but that you are asking them to try (set a fixed time period) without coming to the teacher with questions. To lessen anxiety and frustration, you might tell them they can come to a designated corner in the room for help when you give a signal or can choose to work longer on their own.
2. Give each child (or pair of partners) a set of the four objects and working space on the floor. Let the children work long enough to try a variety of combinations before signaling to those who are frustrated to join you for help, letting those who want to experiment longer on their own do so.
3. Gather the whole class together after a reasonable length of time (since some children will pursue it forever). Have various individuals share at least one of the ways they tried to combine the parts and show how well it worked (or didn't work) as a system that performs the function of moving across the floor. Reinforce their creative efforts to balance the frustration of a difficult task.



4. Demonstrate (or have a student who was successful or came close) how the actual spool-toy system works:
   —Put the rubber band through the spool lengthwise.
   —Tack the rubber band to one end of the spool.
   —Put the dowel through the rubber band at the other end.
   —Wind until tight.
   —Set it on the floor and watch it go! (They love this and their previous frustrations are forgotten as they ask to re-do their own toy.)
5. Now that the system is known, let each child try to make his own spool toy. Emphasize the particular relationship between the parts as the children try it again.
6. Discuss with the group the dependence of one part on another (for older children, this might be a good place to introduce the term *interdependence*) and have them label the relationships necessary to make the spool-toy system move. Ask how one part in the wrong place affected the whole system (this will be especially obvious to those who originally came very close but missed just one connection). Discuss the importance of the system connections, how each part contributes to a function that can't be performed by any separate part alone.

EXTENDING THE ACTIVITY

Any simple functioning system (like a ballpoint pen or a flashlight) can be used for variations or extensions of the spool toy. Have some students work with a complete set of parts, others with sets that have a part missing or broken.

In working with these items, discuss with the class how the parts have to fit together and work together for the whole system to function. Those with broken or missing parts will be able to verify that *all* essential parts are needed.

Activity 3: Machines Are Systems

1. Link this with previous activities, by telling the children that they are going to role-play parts of systems—machine systems—and that their job is to fit and move together with other parts of the system. The idea of showing connections is as basic to a drama machine (a theater-game technique) as it is to real machines.
2. Start with an easy or familiar machine that children have had experience with through previous lessons or one they can observe in the classroom as a model during this initial role-play. Discuss and list the parts of the selected machine (e.g., pencil sharpener, record player, etc.) and identify their connections.
3. Have each child move out to a space in the room and be any one of the parts by making a particular motion of his or her choice (allow for creative interpretation of how the parts move). Point out that until the parts become connected they are not part of a functioning machine or system.

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4. Now call for a volunteer who will come to the center of the room and continue his or her movement (it is important that this first and central member be making one continuous or repeated motion which can be sustained while others connect). Then have another join in, attaching or connecting to the first so that both are moving together in a related way even though their motions may be very different. Continue to call on more members one by one until the machine is a complete system resembling the selected model. At this point, the members of the machine can add sounds, if appropriate to the machine being role-played.
5. Bring the remainder of the class together as an audience for this first role-played machine. Have them watch the machine start up again, and evaluate the machine in terms of what they have learned about systems. Direct the machine to speed up or slow down, and have the class discuss how well the system worked. Direct one part of the machine to change its motion or break down, and again discuss what happened to the system. Have the machine repair itself, and then give the direction to stop. Have the audience comment on whether the machine parts stop together as well as they work together. By this time members of the machine will be tired and can comment on (even show) what happens when machine parts wear out and on the care needed to maintain a working system.
6. Before letting children try other machines, emphasize these basics of both drama machines and real machines:
   —each part does only one thing over and over, with the same motion in the same position at the same speed (unless the machine is directed to change speeds).
   —each part is in some way attached or connected to another part, either by touching, overlapping, or intertwining, or in some other way moving together.
   —if something happens to one part (breaking down or wearing out), all the other parts are affected and show the change.
7. Now let the children be more creative by choosing or designing their own machines, either improvising parts of known machines or inventing imaginary machines (as long as the parts they play are connected and work together as a system). It is still best to have one person start an action before another joins, so that the connections are more clearly visible than they would be if several people joined in at the same time (as children will tend to do when role-playing machines on their own). Make sure each time to encourage the audience members to discuss and evaluate each machine, as in Step 5.

EXTENDING THE ACTIVITY

1. As we mentioned earlier, it is essential that, as soon as possible, the children apply their ideas about systems to the world around them. You can begin by having them identify systems in the classroom and what makes each object a system.
2. Explore further by making use of playground activities and field trips around the school. You will find that the children are quick to identify systems on their own—often surprisingly complex ones.
3. Younger children will find it useful to make posters or murals of systems and nonsystems, by bringing in magazine pictures they have found. They can make "nonsystems" by cutting away part of a picture—like a person's nose or part of an automobile.
4. Another good activity is to show how people can change and improve systems. Consider the classroom environment as a system. Discuss with the children how the parts (people included) form a system and consider what you might do to make the system work better (e.g., less congestion around the sink during art periods) or become more attractive (bring in plants, rearrange tables, put up displays of art work, favorite poems, etc.).
5. These activities also form a good lead-in to science lessons such as growing plants, learning the parts of the body, and exploring the five senses. Such lessons will provide constant application of the vocabulary and meaning of systems. With this background, teachers find that by the third grade, students are much more adept at such abilities as analyzing charts of ecosystems, seeing the relationship between farm areas and urban areas, and discovering systems in their own surroundings. The model for a very difficult concept, interdependence, has been firmly established.

Journeys That Made the World Smaller

Areas of Study

Language Arts (reading, writing) Mathematics
Social Studies (history, world studies) Science

Purpose

Reading, mapping, and mathematics skills are combined to show how two pioneering journeys (Nellie Bly's trip around the world and the first flight across the Pacific) served to shrink time and space. The idea of *change* over time is central. By showing changes in transportation and *communication*, the lesson develops the students' sense of *involvement in the world system* and their *ability to identify the interdependent networks which link the United States to other parts of the world.*

Objectives

Students will

1. use stories, map skills, and mathematics to measure increased speed of transportation and *communication* over a 100-year period;
2. identify relationships between *changes* in time and *changes* in ways of traveling and communication;
3. work in groups to discover how space satellites *change* modern *communication;*
4. imagine themselves taking part in a journey that makes the world smaller.

Suggested Time

3-4 class periods

Materials

Resource books on modern space travel and communications satellites. [Useful sources are: Walter B. Hendrickson, *Satellites and What They Do* (Bobbs-Merrill Co., 1963); Hubert A. Smith et al., *Modern Science: The New Laidlaw Science Program* (Laidlaw Bros., 1974), Level 6] World map or globe showing physical features.

Suggestions to the Teacher

Children tend to take for granted the ease and speed of modern communication and travel. It is difficult for them to grasp how much has changed in a very short time.

The two stories in this lesson are designed to increase awareness of how fast and profound technological changes have been. You might introduce the story of Nellie Bly by taking students back to the year 1889. Ask if they know of anyone who is 90 years old, or older. Those people were alive when the story takes place. Then, using pictures in history texts or other sources, you can impress upon them how different their community (or the United States as a whole) looked then. You might put on the chalkboard lists of those things in the pictures that we don't see today and another list of things we're used to that did not exist in 1889. Concentrate on communication and transportation. For example, horses, wagons, and carriages have been replaced by cars and trucks. Railroads were the fastest way to travel (up to 60 m.p.h.), but few countries had railroad lines. There were steamships, but no airplanes.

Once the setting has been established, use the story in a reading period or for practice in reading aloud. The questions require the students to interpret the reading and also to use maps and mathematics to arrive at answers. If you pause in the story to look at the map or globe, the students should see that mountains, deserts, and perhaps jungle could form barriers for Nellie.

On the next day tell them that the second story takes place in 1935. How long ago was that? Would their grandparents remember this second journey? How long was it after Nellie Bly's trip? Emphasize that this second trip took place about halfway between 1889 and today. Remind them that many older people today would remember *both* famous journeys.

Again, have the students read the story and work out the answers to the questions.

ANSWERS TO QUESTIONS

The Race Against Time

1. The trip covered about 30,000 miles. That means an average of nearly 420 miles each day.
2. a. Telegraphs were used for stories; some went through the mail by ship.
   b. Railroad and steamship.
3. The travel distance from San Francisco to St. Louis is nearly 2,000 miles. Even at top stagecoach speed, it would have taken her roughly 25 days. She would have lost the race.
4. a. When Nellie tried to send a cable from Italy, the operator had never heard of New York.
   b. People reading about Nellie Bly's adventures would become more aware of the places she visited. (Help the students see that as more people traveled to and communicated with other places, people in different parts of the world were learning more about each other.)
5. The children will probably guess that others tried to beat Nellie's record. Many will recognize that automobiles and especially airplanes would speed the journey.

The Easy Adventure

1. The *China Clipper* took about 100 hours to travel 8,000 miles, including stops. At the same rate Nellie Bly could have traveled 30,000 miles in under 400 hours—less than 17 days. The precision of students' answers will depend on their math skills.

2. The plane took off from and landed on water. This would help if they had trouble on the flight: they could land on the ocean without crashing unless the waves were too high.

3. About 4 times faster: the *China Clipper* made its journey in about 4½ days—even with stopovers.

4. Mail traveled across the Pacific much faster by air.

5. By now, most of the students should see how changes were making it easier to travel and communicate over great distances. Thus, the Philippines once seemed very far away. Now they seem much closer.

EXPLORING ON YOUR OWN

You might use science classes for these explorations. This is a good chance for students to gain experience in library research and to have resource books in the room. If children are interested, they might make model drawings of their space colony or show how communications satellites work.

EXTENDING THE LESSON

You can apply what the class has learned to other topics that share the implications of shrinking time and space. The development of modern industry in this country is one example. A lesson which shows how industry depends on fast transportation, instant communication, and resources and markets throughout the nation (and the world) will help the class sense the importance of changes in travel and communication to the way we live. Similarly, studies of nations which are in the process of modernizing will indicate how peoples' lives in other places have been influenced by the stories of pioneering that the class has just encountered.

The Stories

The Race Against Time

Suppose you wanted to take a trip around the world. What would be the fastest way to travel?

You might say: By jet airplane. Or maybe even a rocket ship.

But if the year were 1889, and your name were Nellie Bly, the answer would not be so easy. There were no rocket ships then. No airplanes or automobiles. The fastest way to travel was by railroad, but only a few countries had trains. And Nellie Bly was about to try to travel around the world faster than anyone had ever done.

Here is how the journey came about.

Nellie Bly was a newspaper reporter. Actually, her real name was Elizabeth Cochrane. But she didn't think people would remember that name. And she wanted people to remember her as the best reporter in the business. So she took a name from a popular song and became known as Nellie Bly.

A few years earlier, a famous writer named Jules Verne had written a story. It was called *Around the World in Eighty Days*. It was not a true story, but more like science fiction. The hero of the book was a man named Phineas (Fin-e-us) Fogg. Some men offered to bet he could not travel around the world in 80 days. Fogg took the bet. In the story he used every kind of travel he could find. He flew in a balloon, rode steamships and railroads, and used camels and even an elephant. You can probably guess how the story ended. He made it back home on the 80th day.

No one believed such a trip could happen. Nellie Bly decided to find out. She made plans with the publisher of her newspaper, *The World*.

"What will your route be?" he asked.

Nellie said: "I will sail to London, then go to Paris and then south to Italy. I will be at the Suez Canel on November 27th, sail to Ceylon by December 10th. From there to Singapore by December 19th. Christmas in Hong Kong. From there to Yokohama, Japan, and a steamship will get me to San Francisco by January 22nd. I can travel across the United States by train and be back in this office on January 27th."

The publisher stared at her in surprise. "That's impossible," he said. "That's only 75 days."

Trace Nellie's plan on a world map. Phineas Fogg, in his imaginary journey had traveled across much of Asia by land. Why do you think Nellie chose to travel mostly by sea?

The newspaper announced the journey. She set sail on a steamship on November 14, 1889. She looked at her watch. It was twenty minutes and six seconds before ten o'clock. She was on her way.

Crowds waved to her from the dock. She waved back bravely. But inside she was thinking of the dangers she faced. There were stormy seas, pirates, bandits, disease. "I'm off," she wrote in her journal. "But will I ever come back?"

She arrived in London and sent a cable in code back to *The World*'s office. She also wrote a story about the first part of her journey; a story which would not get back to New York for two weeks.

From there, Nellie raced against time. Sometimes she had to run to catch a train as it was leaving the station. In Italy, she tried to send a telegram to *The World*. She wrote out the message and said to the operator, "Please

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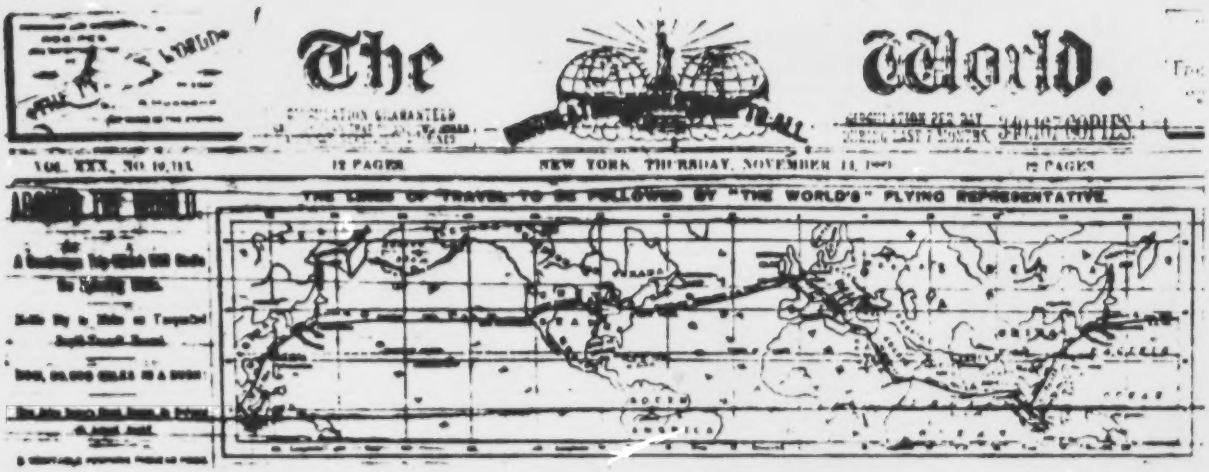

The World.

send this to New York." He scratched his head. "New York?" he repeated. "Where is New York?"

As she sailed across the Mediterranean and through the Suez Canal, newspapers everywhere printed stories about her. Prizes were offered for the person who guessed when she would get back to New York. Few people thought she could do it in 80 days. Almost no one believed 75 days was possible.

Nellie was doing well and luck seemed to be with her. She arrived in Ceylon, right on schedule.

Then her troubles began. She was delayed for five days in Ceylon. Finally the ship arrived that would take her to Singapore. The ship, named the *Oriental*, made its way slowly eastward. They traveled through seas where pirates were the greatest danger but made it safely to Singapore. But she was still five days behind schedule.

Next, the *Oriental* headed for Hong Kong. They had scarcely started when a huge monsoon struck. The ship lurched through the heavy seas. It seemed certain to go under any minute. Nellie's cabin was filling with water, but she was too tired to care. She flopped in her bunk and fell asleep.

When she awoke, to her surprise the storm had made them gain two days.

From Hong Kong she sailed to Japan and then went aboard the *Oceanic* for the trip across the Pacific. The entire crew was pulling for her. In the engine room was a sign that read:

For Nellie Bly
We'll win or die!

The *Oceanic* hit fierce storms too. And back in the United States people began to wonder if she would ever make it back alive.

But the ship landed safely in San Francisco. There was a huge crowd to greet her. Nellie didn't have time to stop. She was rushed to the railroad station and started across the United States. She still had nearly 3,000 miles to go and she had used up 68 days.

The special train raced through raging blizzards. Twice they almost smashed up. But Nellie's luck was holding. At every city and town crowds gathered to cheer her on. Sometimes she operated the throttle of the train herself, pushing it to its top speed of 60 miles per hour.

Finally, the big moment came. With thousands of people cheering, the train pulled into Jersey City. She crossed the river into New York. People were shouting: "She's done it! She's a winner! Time: 72 days, 6 hours, 10 minutes and 11 seconds."

Nellie Bly had won her race against time. She had proved that travel around the world was faster than anyone had believed possible.*

QUESTIONS

1. Use your map to figure out how many miles Nellie Bly had to travel. To do this in 72 days, how many miles would she have to travel each day?
2. a. From the story, can you tell how Nellie sent her reports to *The World*?
   b. What forms of transportation did she use?
3. Suppose the trip had been made just 30 years earlier. There was not yet a railroad across the United States. She would have traveled by stagecoach.

*Sources: Mignon Rittenhouse, *The Amazing Nellie Bly* (New York: E. P. Dutton and Co., 1956); *The World*, January 28, 1890 and January 28, 1922.

which could go 80 miles in one day. How long would it have taken her to reach St. Louis? Would she have been able to complete the entire trip in 75 days?

4. Less than 100 years ago, people in one part of the world knew little about other parts of the world.
   a. What evidence did you find of this in the story?
   b. Would a trip like Nellie's help people know about other places in the world? Explain.
5. Once the trip had been made, do you think others tried to beat Nellie's record? What new inventions would help?

The Easy Adventure

The year was 1935 and we were about to make aviation history. Seven of us, with Captain Edwin Musick in command, were going to try the first flight across the Pacific Ocean.

"Everybody ready?" the captain asked.

"Ready, Captain!" we all answered eagerly. But I imagine the others felt as I did. I was excited, jumpy as a cat, and scared—all at the same time. And I was sure that many in the crowd outside wondered if we could make it.

Then there wasn't time to be excited or frightened. One by one the four huge engines roared into action. The lines were cast off and we began rocking along the waters of San Francisco Bay. The propellers churned up waves and the pontoons bounced as we picked up speed.

The huge flying boat went faster and faster, then lifted her[self] off the water. Ahead of us was the Golden Gate Bridge, and beyond that 8,000 miles of ocean.

The Golden Gate Bridge! We were headed straight for it. The plane was too heavy to climb above it.

A shudder went through me. But not Captain Musick. He simply guided the *China Clipper* underneath the bridge and then started our climb.

With a sigh of relief, I sat back as we headed into the setting sun. I listened to the hum of the engines. Each one had 850 horsepower. That made me think of the powerful team of horses my father used for plowing back in Idaho. Think how many horses it would take to create the power of those engines!

Soon we were cruising at 6,000 feet. I checked the speed. It held steady at 130 miles per hour. We were to stop at four islands on our way to the Philippines. First was Hawaii, then Midway, Wake Island, and Guam. For cargo, we carried 2,000 pounds of mail. The first airmail delivery across the Pacific.

The captain told us to make ourselves comfortable. I climbed into my pajamas and settled back with coffee and sandwiches.

I found that navigating was no problem. When we made radio contact with a ship, our operator would ask their position. Then we'd check this with our compass reading. We had another way to check our course, too. I dropped flares out the rear hatch. As they drifted down, I could tell if we were drifting with wind currents. And when the sky was clear, I could navigate by the stars. Sometimes we would pick up a tail wind and reach speeds up to 200 m.p.h.

Wake Island was the only tough spot to find. As you can see on the map, it's just a tiny speck. There are no other islands around to serve as guides. But when we were 350 miles from Wake, we spotted the ocean liner *President Lincoln*. The ship gave us a salute of three whistle blasts and Captain Musick tipped our wings in return. They also gave our radio operator our position, so I could alter course a little. Within a few minutes I heard the radio signal from Wake Island. It was very weak at first, but it let me guide us right on target.

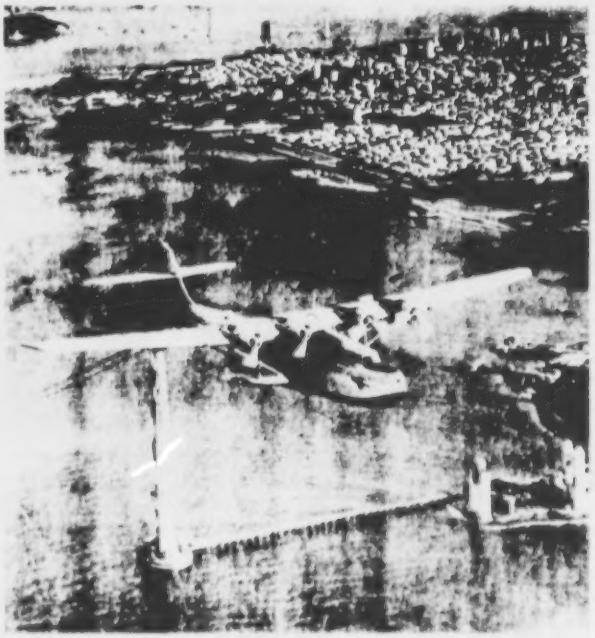
The rest of the trip was even easier. Soon we were cruising into Manila Bay in the Philippines. More than 100,000 people were there to cheer us. We shaved and put on fresh uniforms. The total flying time had been only 59 hours and 48 minutes.

People crowded around us as we stepped ashore. The President of the Philippines gave a speech. He said this was a great victory over time and space.

The newspaper reporters seemed a little disappointed because we had so little trouble. We had flown 8,210 miles without one serious problem. One reporter said to me: "Everybody was betting you'd lose direction. After all, radio waves only go about 300 miles. Didn't you have any trouble finding those islands?"

"Well, it was a little tough," I said, mostly to give him a story. "But we had help from the ships down below. And we've got a captain and crew that could find their way blindfolded."*

Photo: Pan American World Airways



*Tom Emch, "Six Days That Shrank the World," *San Francisco Examiner and Chronicle* (Sunday Magazine), November 23, 1975.

QUESTIONS

1. The *China Clipper* took about 60 hours to cross the Pacific. Add 48 hours more for landings along the way. Now suppose Nellie Bly had been able to make her journey in this airplane. About how long would her trip around the world have taken?
2. The *China Clipper* was a special kind of airplane. What was special about it? Why would this be a good type of plane for flights across the Pacific Ocean?
3. One of the ships they spotted, the *President Lincoln*, took about 16 days to cross the Pacific. How much faster was the *China Clipper*?
4. How did airplane travel make it faster to send information over long distances?
5. Some newspapers said the *China Clipper* helped to "shrink time and space." Others said "the world is getting smaller." What do you think these two phrases mean?

EXPLORING ON YOUR OWN

All the members of the class will make up the crew of a space satellite station. You will orbit the earth for three months. Your journey is an important step in shrinking time and space—even more than in the stories you have read.

You will be working in three groups. Each group will prepare a report about your space trip. Here are your assignments. (You will need to do some library work to complete them.)

Group 1: Your task is to make a list of things you need for your mission to work. You have to survive and you have to get along with each other. Explain to the other groups what your *life-support* systems are. You might also give them some ideas of things that could go wrong if every system doesn't work just right.

Group 2: Your job is to find out about speed of travel. How fast does a spaceship go when it is launched? How does this compare with the *China Clipper* in 1935 and Nellie Bly's travel in 1889–90? What kind of energy will you need when you are in orbit?

Find the answers to these questions and report to the other groups.

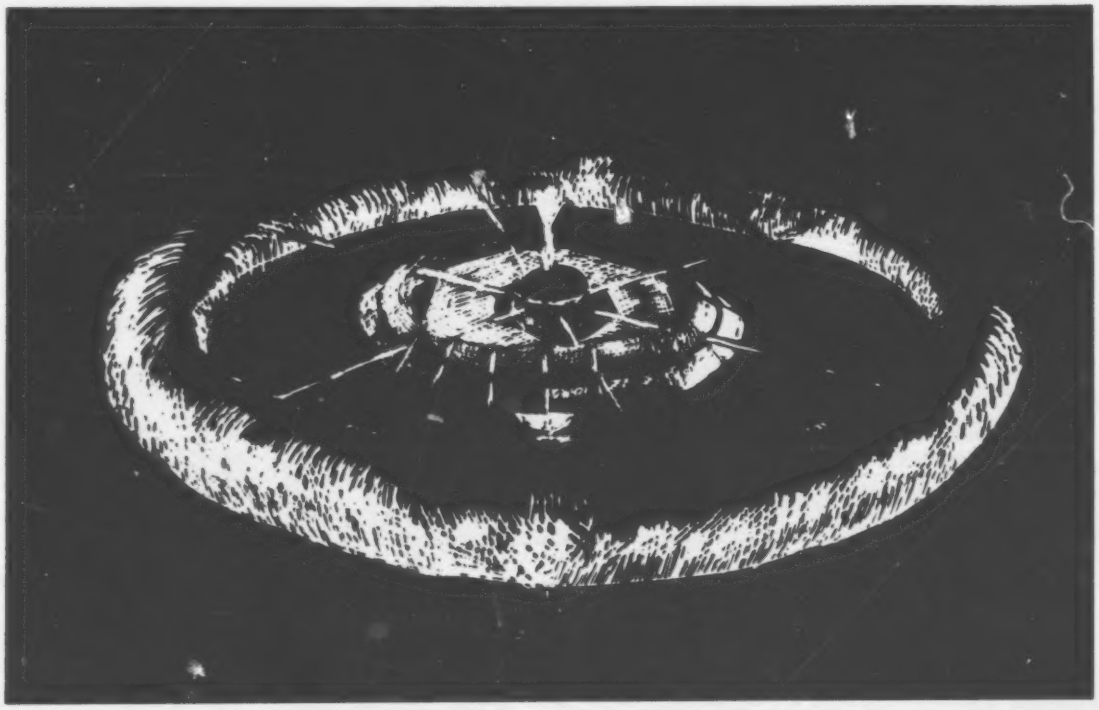
Group 3: Your assignment is to find out how your mission can make communication on earth easier and faster. How will your manned satellite help television and radio communication? How can you assist in weather reporting and why is this important? Why can you make studies of outer space more easily than can people on earth?

Once you've found the information, prepare a report for Groups 1 and 2.

WRITING ABOUT IT

Write a story about either a or b:

a. Write about your adventures in the space colony. What does it feel like to get ready for blast-off? What's it like to travel through space? How does the earth look from your station? What adventures do you encounter?
b. Pretend Nellie Bly is a time traveler. She has just traveled through time up to today. What would she see that would surprise her about how people travel and communicate? Write her story telling the readers of *The World* about her time journey.



The World's Wit, Wisdom, and Values

Areas of Study

Language Arts Social Studies
Art (optional)

Purpose

As with the previous activity, this lesson leads toward the long-range goal of *competence in perceiving how one is involved in the world system*. The students are introduced to proverbs as a form of folklore that is almost universal. They will consider proverbs as language, focusing on sound and rhythm; will then use them as data about a given society; and will finally analyze the role of proverbs in the development of their own value systems. Thus, they will be developing the *ability to identify aspects of language, institutions, and beliefs that link them with people in other parts of the world*.

Objectives

Students will

1. given proverbs of the Hausa of Nigeria, draw appropriate inferences about their homeland and about some Hausa values;
2. identify some of the major functions of proverbs in societies, past and present;
3. draw on their own life experiences as they reflect on proverbs which have been significant to them;
4. demonstrate through playing a game their comprehension of the meanings of proverbs drawn from many cultures;
5. design an original banner or poster on which they inscribe a favorite proverb;
6. increase their dictionary skills by learning to use specialized dictionaries—in this instance those of proverbs.

Suggested Time

4 or 5 class periods

Materials

World map. Art supplies for making banners or 5" x 7" cards on which to print proverbs (optional). Dictionaries of proverbs, generally available in school and/or community reference libraries (optional).

Suggestions to the Teacher

The lesson is self-explanatory. With it are all the directions you and students probably will need.

You may want to extend the values analysis/clarification aspects of the lesson. There are ample opportunities for such extensions, which are, of course, optional.

If you are interested in learning more about folklore and proverbs, these sources may be useful.

Folklore and Folklife: An Introduction. Richard M. Dorson, ed. Chicago: University of Chicago Press, 1972. This volume, edited by one of the United States' leading folklorists, is a useful scholarly anthology and suggests a number of ideas that can be developed into lessons. See especially the chapter "Proverbs and Proverbial Expressions" by Roger D. Abrahams. Also the chapters on oral folklore, social folk customs, folk medicines, festivals and games, and folk arts.

The Science of Folklore. Alexander Krappe. New York: W. W. Norton and Co., paper, 1964. This is a reprint of the British folklorist's classic work, in which he outlines folklore as a discipline. Krappe's orientation is global, and his bibliography and footnotes contain valuable references for teachers, historians, anthropologists, sociologists, and students of literature.

The Study of Folklore. Alan Dundes, ed. Englewood Cliffs, N.J.: Prentice-Hall, 1965. Dundes, currently on the faculty of the University of California at Berkeley, is one of the world's foremost living folklorists. In this anthology, he has collected some of the best essays for introducing adults to folklore. The emphasis is on folklore's global and humanistic aspects.

African Proverbs. Chinese Proverbs. Mount Vernon, New York: Peter Pauper Press. Two short books of sayings, easy for you and students to use. Other books in Peter Pauper's series collect wit and wisdom from France, Japan, India, and Israel.

ASSIGNMENT

Acquaint the students with dictionaries which serve special functions. As an outgrowth of this lesson, it would be appropriate to introduce them to dictionaries of proverbs.

Encourage the students to visit the reference section of their local and/or school libraries. Examine one or more dictionaries of proverbs. Become familiar with how to use them.

Here is a listing of some dictionaries of proverbs:

Oxford Dictionary of English Proverbs. 3rd ed. F. P. Wilson, rev. ed. New York: Oxford Press, 1970. Proverbs from the 16th century to the present can be found easily in this huge collection. Proverbs are arranged alphabetically according to the most significant word in each saying. In addition to the proverbs, the source and context of the original use are included.

Standard Dictionary of Folklore, Mythology, and Legend. Maria Leach, ed. 2 vols. New York: Funk and Wagnall, 1950.

The Home Book of Proverbs, Maxims, and Familiar Phrases. Burton E. Stevenson, ed. New York: Macmillan, 1948.

For an assignment, you might ask each student to choose from one of the dictionaries a proverb with which he or she strongly agrees or disagrees. Have the student copy the proverb and provide the proper bib-

liographic citation for it. (Prior to making the assignment, you may have to teach or review the bibliographic skills necessary.) In a short composition the student can explain the source and context of the proverb he or she chose. Then the student should explain the reasons why he or she agrees or disagrees with the value statements made in that proverb.

EXTENDING THE LESSON

Play a game of proverbs and geography.

Try to Match It and Find Its Home

Rules of the Game:

1. Choose two students who will serve as judges for the contest.
   a. One should judge how well the proverbs "match."
   b. The other should judge whether the proverb's land of origin is located correctly on a world map by the contestants.
2. Select one student to serve as "reader." The reader should read aloud one by one the proverbs listed below. The reader should announce the country or continent of origin for each proverb as it is read.
3. Those students who are not judges or the reader should be divided into two teams, *A* and *B*.

   First a person on team *A* should try to "match" the proverb read by supplying another of comparable meaning and indicate on a world map the country or continent of the first proverb's origin. If the person on team *A* is unsuccessful, then a member of team *B* gets to try, and so on.

Example

The reader might recite the following proverb: "Palm nuts do not ripen while you stand under a tree" (a proverb from Africa).

The person whose turn it is to answer might respond with this "matching" proverb: "A watched pot never boils." Then that contestant would go to the world map and use a pointer or a ruler to identify Africa.

Scoring

(The teacher can act as scorekeeper, or another student may be asked to keep score.)

Proverbs
—well matched: 3 points
—fairly well matched: 2 or 1 points at the discretion of the judge

Location
—pinpointed correctly, promptly on first try: 3 points
—located after some hesitation or in general vicinity: 1 or 2 points, at the discretion of the judge

The team which amasses the largest number of points is the winner.

Proverbs and Their Lands of Origin

1. Chickens always come home to roost. (Alabama)
2. Ice three feet thick isn't frozen in a day. (China)
3. Young gambler—old beggar. (Germany)
4. Where the river is deepest it makes the least noise. (Italy)
5. If you climb up a tree, you must climb down that same tree. (Ghana)
6. You cannot get two skins from one cow. (England)
7. Eggs must not quarrel with stones. (China)
8. A horse that arrives early gets good drinking water. (Africa)
9. The love of money is the root of all evil. (Israel)
10. Words thoughtlessly said cannot be called back. (Louisiana)
11. The wife at another's house has the pretty eyes. (Africa)
12. God gives the milk but not the pail. (Germany)
13. Punch yourself to know how painfu, it is to others. (Japan)
14. A bird in the hand is worth a hundred flying. (Mexico)
15. Sing and cares disappear. (Poland)
16. One man's story is no story; hear both sides. (Japan)
17. God is a good worker, but he loves to be helped. (Spain)
18. Many a good man is to be found under a shabby hat. (China)
19. Fine clothes don't make the man. (Japan)
20. By trying often, the monkey learns to jump from the tree. (Zaire)
21. You can force a man to shut his eyes, but you can't make him sleep. (Denmark)
22. Two captains sink the ship. (Japan)
23. Little by little grow the bananas. (Dahomey)
24. If you want to go fast, go the old road. (Burma)
25. Six feet of earth makes all men equal. (Italy)
26. Eat to live, not live to eat. (Greece)
27. He who stands with his feet on two ships will be drowned. (Russia, now the USSR)
28. A little in your own pocket is better than much in another's purse. (Spain)
29. Joy, moderation, and rest shut out the doctors. (Germany)
30. He who rides the tiger finds it difficult to dismount. (China)

The World's Wit, Wisdom, and Values

"Count your blessings!"

"Don't cry over spilled milk."

"Do unto others as you want them to do to you."

"Easy come, easy go."

"Don't put off 'til tomorrow what you can do today!"

Have you ever given or received advice like that? Have you ever consoled yourself with such words? You probably have. Short bits of wit and wisdom like those shown above are called *proverbs*. People everywhere in the world use them. And they have been doing so for thousands of years.

Proverbs are part of people's everyday language. They sum up in a few well-chosen words what experience has taught human beings in a particular society. Each proverb is a full statement about a problem that is *recurrent*, or one that comes up again and again in life.

Although proverbs often offer us advice, they do so in an impersonal way. They tell us what to do. They explain how we ought to feel about something which happens to us. Proverbs don't preach long sermons. They don't give lectures. They don't single anyone out. Instead they offer advice which others before us have found helpful. And they offer that advice in a single, often witty sentence.

Form and Structure

Let's begin our study of proverbs by looking at the way they are put together, or constructed.

1. First, proverbs generally are sentences which are broken in the middle. They try to get our attention through rhymes and by creating a balanced effect. For example:

An apple a day
keeps the doctor away.

A stitch in time
saves nine.

Can you think of some other examples which are similar to the two shown above?

2. Many of the best known and most interesting proverbs tell a condensed story. Here are two examples:

People who live in glass houses
shouldn't throw stones.

A burned child fears the fire.

Try to fill in the details which would expand each of those two proverbs into a short story.

3. Proverbs sometimes are longer than a single line. Here are two examples:

> It is better to say a hen ran here than that a rooster died here, *or*, a live coward is often better than a dead hero. (A proverb collected by the Texas Folklore Society, 1935.)

> The narrow-minded ask: "Is this man a stranger or is he of our tribe?" But to those in whom love dwells, the world is but one family. (An ancient Hindu proverb.)

Use your own words to explain what advice is given by each of the two proverbs you've just read. How does the second statement in each case help explain the meaning of the first?

Beliefs and Values

Thus far we have been talking about proverbs as language. Now let's focus on how collections of proverbs can help us learn in other ways. Let's find out what proverbs can tell us about a people and about their beliefs and values.

Below you will find five proverbs. They are popular among the Hausa, a people who live in northern Nigeria. Read these five proverbs several times. Let them tell you some things about the geography and climate of the Hausa's homeland. Use a separate sheet of paper on which to write what you learn. For example, you might write a sentence like this one: "Judging from their proverbs, there must be hills in northern Nigeria."

Five Proverbs Popular Among the Hausa

—It is when one is in trouble that he remembers God.

—The man who is carried on another man's back does not appreciate how far off the town is.

—A stone in the water doesn't comprehend how parched the hill is.

—The man with one eye thanks God only after he's seen a blind man.

—Faults are like a hill; you stand on your own and talk about those of other people.

Now that you have discovered some things about the geography and climate of northern Nigeria, see what else you can learn from those five proverbs. Reread them once more. Look for clues about Hausa beliefs or values. What do these proverbs tell you about them? Use a separate sheet of paper on which to write your findings. For example, you might write a sentence like this one: "Judging from their proverbs, the Hausa must believe in a single God."

When you have finished, compare your findings about the Hausa's homeland, beliefs, and values with the findings of your classmates.

Our Inheritance

Any time a group of Americans are gathered together you will find a rich collection of the world's proverbs. That is because most Americans came from somewhere else in the world; at least their ancestors did. As a result, Americans can benefit from the accumulated wit and wisdom of many peoples.

Find out just how much of the world's accumulated wit, wisdom, beliefs, and values the students in your own class have inherited. Work individually first. Later compare and discuss what you and your classmates produce. Follow these directions for making your collection:

1. Think of a proverb which is important to you. It may be one with which you agree or disagree. However, it should be one that matters to you.

2. Recall how and from whom you learned that proverb.

3. Write a short paragraph telling why that proverb has been important in your life. On what occasions have you remembered it? How has it influenced you? Have you done—or not done—certain things because of the advice it contains? To whom have you passed it along? Why?

When you have thought of the proverb you want to use, PRINT it on one side of a 5" × 7" card or on one side of a sheet of paper. Decorate that card or paper with symbols you think appropriate to the wording of the proverb.

On the other side of the card or paper, write the information requested in items 2 and 3 of the directions printed above.

Later you might like to make a banner or wall plaque using a proverb you particularly like. Such a banner or plaque could be used to decorate your room or to give as a gift to someone.

To help you get started on this project, here are some examples. They were done by students in the San Francisco Bay area.*

EXAMPLE 1

Walk a mile in his shoes; then tell me that again!

I learned this proverb from my grandmother, Maggie Nave. She was born in 1890 in the Great Smoky Mountains of Tennessee. She is half Cherokee Indian. She repeatedly made this statement when she felt that I, or anyone else, was gossiping.

I often hear that proverb in my head—but often I ignore it.

EXAMPLE 2

Fat's money in the bank!

My father says that. He learned it from his father, James A. Keenan, who was born July 11, 1868.

My grandfather Keenan lived through the potato famine in Ireland. Food then was very important. Later, when he came to the United States, he taught the proverb to his sons and daughters.

My father lived through the 1930s depression. Once again food became very important. So now father always tells us to finish our dinner. Food is important, he says. It is not to be wasted. I agree with him.

EXAMPLE 3

Get up and Jump—Judy! It's a great day!

That's a proverb I learned from my grandmother, Trella Cailouette (born 1910; died 1972). She was a native of west Tennessee.

My grandmother was a great lady. She loved to be going and doing all of the time. She got up early in the morning. She went to bed early to read.

This proverb influences me because I remember it. I remember my grandmother greeting us with it early in the mornings, especially on holidays and weekends. Now, when I think about sleeping late, I hear her words urging me to be up and doing.

*Student examples collected by Margaret Branson. Permission to reprint has been obtained from the student authors.

INDIANA AND THE WORLD MARKET

The state of Indiana is actively supporting and promoting the growth of international trade. It believes that bilateral trade not only aids in initiating and maintaining world peace, but also provides gainful employment on both ends of an international transaction.

The Indiana Department of Commerce has international trade specialists who vigorously seek markets for export sales to help expand profitability for Indiana's business and industrial residents. Non-domestic companies which can serve American markets and customers from a midwest location are encouraged to consider Indiana for production and distribution facilities.

Commercial representatives for the state of Indiana have been established in Paris and Rotterdam to serve Western Europe and North Africa, and in Caracas and Bogota where no other state has commercial representation. These representatives allow the International Trade Division to have personnel

on the spot in world markets to receive trade and investment leads from international businessmen and government officials, to seek distributors and joint venture opportunities for Indiana manufacturers and businessmen and to promote Indiana's port system.

Indiana is capable of exporting/importing goods and products through three international ports.

- Burns Waterway Harbor (Lake Michigan) is near Portage and handles ocean-going vessels at its international shipping docks. In 1976, 125 ships called here.
- Southwind Maritime Centre (Ohio River) is in Mt. Vernon. It handles import/export transshipments to ports at the mouth of the Mississippi.
- Clark Maritime Centre (Ohio River) is near Jeffersonville and is being developed to assist the Ohio-Mississippi River system.

In order to maintain a favorable balance of international trade, the United States is intensifying efforts to export American products and services to world markets. Indiana is currently the eighth largest exporting state in the nation. Foreign exports have grown from $1.8 billion in 1972 to $4.5 billion in 1976.

Dominant in manufactured goods sold abroad are transportation equipment, machinery, chemicals and allied products, drugs, electrical equipment, primary metals and fabricated metal products, and food products. Agricultural products comprise about one-third of the export sales volume.

Less than 10 per cent of the approximate 8,000 manufacturers in Indiana are currently involved in international trade. Most of them employ the services of an Export Management Company (EMC) which acts as the export department for that company. The EMC is responsible for all aspects of marketing, financing, transportation and documentation. Besides an extensive knowledge of the mechanics of exporting, it has a background in how to conduct business in every country.

INDIANA EMC'S

EMC Company	Products Handled
AGRO-TECH SYSTEMS, INC. Indianapolis 46220	Agricultural products and equipment, food processing equipment
AMERICAN INTERNATIONAL ENTERPRISES Indianapolis 46241	Nonagricultural products
AMERICAN LIVESTOCK PRODUCERS, INTERNATIONAL Flora 46929	Livestock and agricultural products
T.R. ARNOLD & ASSOCIATES Elkhart 46514	Industrial housing and related products
ASSOCIATES INTERNATIONAL, INC. Anderson 46016	Machinery, ships, oil and food commodities
B.L.W. HOLSTEINS, INC. Mentone 46539	Dairy cattle
BORCO PRODUCTS INTERNATIONAL Valparaiso 46383	Diagnostic machinery for engines and pumps
BRADAHM INTERNATIONAL EXPORT CO. Fort Wayne 46807	Pumps, generators, pharmaceuticals, agricultural and construction machinery
BRENDON SALES CO. Indianapolis 46204	New and used construction machinery
CHEIKH CO., INC. Merrillville 46410	Prefab housing, mobile homes, livestock
CLARK EXPORT ENTERPRISES, INC. Clarks Hill 47930	Hogs

EMC Company	Products Handled
E & I INTERNATIONAL, INC. Goodland 47948	Raw materials for machinery, plastic machinery, electrical supplies
GERSON INTERNATIONAL CORP. Fort Wayne 46807	Automotive parts, tools and allied equipment
J. HOFMAN OVERSEAS, U.S.A. INC. Carmel 46032	Transmissions, safety instruments, agricultural implements, fire trucks, conveying systems
INTERNATIONAL BUSINESS CONTACTS LTD. Bloomington 47401	
INTERMOUNTAIN EXCHANGE SERVICE, U.S.A. New Albany 47150	Agricultural products
INTERNATIONAL EXCHANGE CORP. Indianapolis 46241	Bio-medical equipment, scientific equipment and tires
INTERNATIONAL TRADE SERVICES, INC. Fort Wayne 46805	Air conditioning, construction machinery, prefab housing
K INTERNATIONAL Indianapolis 46208	Aluminum, medical equipment
KANE INTERNATIONAL MARKETING, INC. Elkhart 46514	Building and industrial equipment
KASSIS IMPORT-EXPORT Terre Haute 47807	Groceries and general merchandise
KIRK EQUIPMENT CO. Indianapolis 46224	Used construction machinery
MARSHALL EXPORT CORP. South Bend 46619	Industrial machinery, auto equipment, security devices, vacuum pumps
MERIAM (a research development company) Hammond 46323	Space research, oceanography, plasmaphysics, nuclear reactor control
MID-AMERICA INTERNATIONAL CORP. Indianapolis 46204	Electronic equipment, car speakers, medical X-ray film, chemicals
MIDLAND, INC. Fort Wayne 46804	Hydraulic equipment, agricultural machinery, auto parts
NAP, INC. Fort Wayne 46809	Electric wire components, plastic injection mold machines
PELMAX INTERNATIONAL MARKETING South Bend 46634	
SCHWANKE INTERNATIONAL MARKETING CORP. South Bend 46624	Auto parts, security systems, agricultural equipment
P. SIMMONS TIMBER & VENEER CO. Indianapolis 46204	
SOUND WORD ASSOCIATES Michigan City 46360	Educational audiovisual products
STEWART INDUSTRIES Indianapolis 46250	Coal, steel, print stampings, castings, and moldings

EMC Company	Products Handled
TRADERS INTERNATIONAL, INC. Elkhart 46514	Plastic plumbing, houseboats, motor homes, travel trailers
UNITED EXPORT CORP. South Bend 46624	Fire-fighting equipment, hardwares, auto equipment, air conditioning
UNIVERSAL FLAVORS, INTERNATIONAL Indianapolis 46204	Soft drinks, ice cream, bakery items, beverage supply and equipment

SHARING INFORMATION ABOUT OUR LINKS TO THE WORLD

Objectives: The students will share with the community what has been learned about world ties.

Materials Needed: These are produced by the class using many of the activities in this booklet.

Procedure: Many of the activities suggested in this booklet ask students to collect data and organize it for display to the class. The organized data could also be displayed for the community. What the students are discovering about how their lives are linked to the world is a topic about which many adults in the community may never have thought. The students can help increase this awareness. Ask a local bank, library, community center or business if students could display their collected data. Contact the local newspaper; they might do a story on what the students have found. Prepare a story for local educational newsletters if one exists. Display the students' work in the school building, to bring an awareness to other students in the building. If the administration is willing, you might designate a "World Week" with appropriate activities in your school during the week. Some suggested activities might be international foods on the school menu, presentations by local ethnic organizations, music and art projects emphasizing other parts of the world, visits by exchange students or people in the community who have visited another country.

If student information is well organized and researched, present it to groups which might be interested in using or distributing what the students have created. For example, the Indiana Historical Museum in Indianapolis, IN, distributes a map of historical sites in Indiana that was compiled and illustrated by Hoosier elementary students. If your students were to organize a calendar of ethnic festivals in your area, the local chamber of commerce might be interested in distributing what students have produced.

USING VARIOUS MEDIA TO DEPICT GLOBAL INTERDEPENDENCE

Objectives

1. Students will develop an audio and/or visual expression of global interdependence.
2. Students will critically analyze these expressions of global interdependence on the basis of its consistency with a definition developed by the class.
3. Students will present their audio and/or visual expressions of global interdependence to a class of younger children or to adults.

Procedure: Students, individually or as groups of not more than four, are to develop a visual and/or audio expression of global interdependence. This can be done as a catalog of poetry, songs, quotations and/or pictures; a slide show; a slide-tape show; posters; videotape; films; headlines; news magazine materials; charts; or whatever approach is deemed appropriate. The visual or audiovisual presentation might be sparked by a statement such as, "When I think of global interdependence I think of . . . ." or "To me the term global interdependence means . . . ."

The expression should be critically analyzed by the class as a whole. This analysis should focus on whether or not the expression of global interdependence is representative of a definition developed by the class as a part of another activity. Those not wishing to use such an activity may either engage the class in a definitional exercise at the beginning of the activity or simply impose a definition which the class then uses as the basis for this activity.

When the critical analysis has been completed, have

the students present their expressions to an elementary class. The teacher should make the initial contact with the elementary school. Or, the teacher may choose to approach a civic club or other adult group. But students should make their own arrangements with the appropriate individual teacher or leader. The students should discuss with their teacher how they might structure their presentation.

COMPILING A SCRAPBOOK OF INFORMATION ABOUT YOUR COMMUNITY AND THE WORLD

The following activity is from a very useful booklet, *Peoria and the World*, by Kay Bennett, Meredith DeGood and Jan Smith, printed by the *Peoria Journal Star*, Peoria, IL 1976. This booklet has several useful ideas on the use of newspapers in studying your community and the world.

Objectives

1. Students will collect information about their community, state and country.
2. Students will organize and compile the information in a scrapbook.
3. Students will receive a similar scrapbook or letters from students in another country.
4. Students will learn about another country from students their own age.
5. Students will develop friendships with students in another country.
6. Students will compare what they learned about their own community, state and country with what they receive in the scrapbook or letters from students in another country.
7. If students do not receive a scrapbook, they will research the city and country to which they are sending the scrapbook and make comparisons.

Materials Needed: The reference desk of the public library has a book listing all the newspapers published in the world. Copy the names and addresses of the newspapers in the country you wish to study and write to them. (Jan Smith wrote the *Brazil Herald* and they put her in contact with a school in Brazil.) Scrapbook, magazines and newspapers

Procedure: The teacher or class will need to write the school identified and determine if there is a class interested in exchanging letters and a scrapbook. Even if they are not interested in sending a scrapbook, you could ask if they are interested in receiving yours. (Jan Smith's 4th-grade class in 1974-75 and 1975-76 has exchanged letters and a scrapbook with ESCOLA GRADUADA DE SAO PAULO, the American Elementary and High School in Brazil. In 1976-77, they exchanged letters and a scrapbook with a 4th-grade class in Saudi Arabia.)

Students should compile information about their school, community, state and country to put in the scrapbook for the children in another country. To collect information, students may write the mayor of their community, the governor of the state and the President requesting materials for their scrapbook. The students can clip newspaper and magazine pictures and articles to show many facets of American life. They can do research and write reports for the scrapbook. Other possible ideas would be to include a stamp collection or their own pictures in the scrapbook. The finished scrapbook should give the students in another country a good overall view of America. The students might want to exchange tape cassettes (if the other school has compatible recording machines) to make the exchange even more personal and fun.

As students put together the scrapbook, you might want to discuss why they chose the items to be included. As they work, have them consider what they want the foreign students to know about their community, state and country. As you begin, you might ask the students to make a list of questions they would ask about a country they had never seen or knew very little about.

If students are not receiving information about the city and country to which they are sending the scrapbook, they may want to do some research on where their scrapbook is going. They might display what they find on a bulletin board.

Possible discussion questions:

1. How does your life compare with that of a 4th-grade student in the city or country being studied? Consider climate, housing, food, schools, customs, sports, etc.
2. Would you be willing to change places with someone your age in the city or country being studied? Explain your answer; give reasons why or why not.

The booklet, *Peoria and the World*, is available from ERIC-ChESS, 855 Broadway, Boulder, CO 80302

WHAT WE FOUND OUT ABOUT OURSELVES, OUR COMMUNITY AND THE WORLD

Objectives

1. Students will organize the information they have collected about their community, using the basic categories used in the unit.

2. Students will prepare a magazine or newspaper to show what they have learned about the ties between their community and the world.

Materials Needed: All the information gathered while working on activities from each section of this booklet

Procedure: The basic categories used in these activities suggest a format similar to *Time* magazine. You might let students look at some issues of *Time* to see how they are organized.

Then divide the class into groups, with each group responsible for a section of their magazine (people, cities, business and industry, agriculture, civic and service organizations, defense/military, education and travel/entertainment). A class leader could serve as editor of the magazine and could help coordinate what is produced by the various groups. Student art work could be used for illustrating and advertising imported products, or ads from local companies that export a product might be included.

Duplicate or mimeograph the finished product. This could be distributed to parents, classmates, local businesses, civic organizations or anyone who has an interest in what students are doing and learning.

HOW TO DEVELOP ADDITIONAL ACTIVITIES

Process

You may want to develop activities of your own. The following is a suggested procedure to use in developing classroom activities.

1. *Determine Focus*

   In developing activities to increase students' awareness of how they, the groups they are part of, their community and their states are related to the world, you need to:

   a. consider the community or state in which you are teaching;
   b. select topics that are relevant to your area and to the students in your class. Small communities and rural areas may suggest different topics than large urban areas;
   c. begin with topics that are very real to your students;
   d. start with topics for which data is readily available. Then you might consider topics for which finding the data requires some searching and that involve comparing and contrasting students' experiences with those of people in other areas.

   Remember, in selecting activities the idea is to increase students' awareness of ways their own lives, locales and states are linked to the world.

   In selecting a topic, have some specific objectives in mind. Objectives should provide a statement of instructional intent and should provide clear and definite goals for teachers and students. You might list the information and skills students are expected to acquire and then develop the desired outcomes into written objectives. Objectives should be patterned after the needs of your students who should also be aware of how the activities will help them to accomplish the objectives.

   In writing objectives, keep in mind knowledge and attitudes. Knowledge involves the teaching of facts, ideas, propositions or concepts. Students then use the collected knowledge in application, analysis, synthesis and evaluation, which are levels of the cognitive domain. The central focus of concern is the presentation and/or collection of data and the cognitive use of this information.

   Objectives in the affective domain are concerned primarily with the meaningfulness, value or importance of a fact, proposition, concept or skill to the learner. The affective domain represents the identification, clarification and mutual exploration of feelings, beliefs, values, emotions and attitudes by teacher and learner.

2. *Collect Data*

   Some of the materials you need are provided with the activities in this booklet; other materials are available from the sources listed in the back section. If you need to write for materials, do so well in advance of the time you will need them. If students are writing for information on a source, divide up student responsibilities so that one source does not receive 35 letters requesting information. Some sources are willing to send multiple copies. When requesting data, particularly from the local community, you should indicate the objectives of the activity.

   In collecting data, be creative. Every state and community has sources not considered here. Do not be afraid to try. You may be surprised at what you receive. When you make inquiries about information available, ask for suggestions about other sources that you might contact. Begin immediately to watch local newspapers and other local publications for links to the world.

   Remember that your local community is full of potential resource people. Examples would be people who have traveled outside the U.S., foreign-born people, foreign visitors and exchange students.

3. *Organization of Data*

   The organization of data is important so that students are not overwhelmed by great volumes of material or frustrated by data that they find hard to understand. The organization of data will be determined by the topic and objectives of the activity and the time allowed.

   There are many ways that you may organize data for students. Information might be combined and revised on handouts or data sheets for students. Statistics may be placed in charts, tables or graphs that your students can use. When the ability of the students and time allows, teachers might allow students to organize the data. Before the actual organization process, the teacher can discuss or provide students with examples of possible ways to organize the material so that it will be most useful.

This booklet includes charts, graphs and listings. You may want to provide your students with other types of examples. Using clippings or other materials they have collected, have students discuss the various ways data might be organized.

4. *Develop Classroom Activities*

   The activities in this booklet serve as examples of the many and varied activities that can be developed to involve students. They are intended to motivate and stimulate students to learn about their local communities and states and the world. Activities do not have to be complicated. With thought and imagination, you can write your own activities or develop variations on those in the booklet. The outline used here suggests other topics about which you might wish to develop activities.

   To encourage student involvement, activities should be student-centered. Some possible student-centered teaching strategies are group discussions, role-playing, case studies, simulation games, independent study and brainstorming.

5. *Implementation*

   The implementation of material exploring links between students, their community, state and the world, will depend upon the objectives of the class in which they are used. Materials could be integrated with the regular classroom curriculum. In this approach, you should select activities from the appropriate areas. Ideally, each activity should be self-contained in order that it might be used individually or in any sequence.

   The materials presented here can be used together as a unit. The class might work together on activities from all sections of the outline, or the class can be divided into groups, each group selecting activities in one section of the outline. When using the activities as a unit, some suggestions are included for pulling the data together at the conclusion of the unit. This should give students a chance to summarize their data and to draw conclusions about what they have learned. You could present this to the community with displays at school, in the community or through the local newspaper.

   Implementation of most of these activities requires constant updating. Activities that are designed to show students how their lives, community and state are linked to the world lose their impact when the material being used is out of date.

POTPOURRI

(Example of a letter to be sent home to parents at outset of local-global community study.)

Dear Parents:

Our class is studying ways our community and state are linked to people around the world, or to put it simply, to the global community. During this study, your son or daughter will be identifying links to the world he or she has personally. Thus we will need your help and patience. Students will be identifying ways their family heritages link them to the world — Where did their ancestors originate? Have family members ever lived or traveled abroad and, if so, where? Does the family maintain communication with anyone abroad and, if so, where? How often? Etc. . . .

Students may be taking an item-by-item inventory of their homes to identify products from other countries. They may ask questions about family members traveling abroad or working for multinational corporations. They may be identifying the global linkages provided by radio, television, newspapers or magazines that regularly come into their homes.

In addition to home analyses, students may be surveying their community for clues to global ties. This may include surveys of local churches, service organizations or businesses. How many "foreign" cars are on the roads? How many are sold by local dealers? How many "foreign" bikes are at school? How many different ethnic restaurants are in the community? Exporters? Importers? In how many shops are products from around the world sold?

As we attempt to learn more about ways our lives are linked to the world, we would appreciate your help. If you are, or know of any people who are, active or concerned about "international" affairs, please let us know. Such a person may be willing to help us with our study.

We would be glad to share with you what we have learned about ways our lives, community and state are linked to the world. All of these experiences are designed to help us see more clearly the involvement of each and every one of us in a growing global community. When we have completed our study, we would like to have you come to school so we may share our findings with you.

Sincerely,

FACTS ABOUT INDIANA

- Indiana ranks 11th in population in the United States. Its population is 35 per cent rural and 65 per cent urban. Fifty-seven per cent of the population is between the ages of 18 and 65 (working age).
- Indiana will be the first state in the nation to complete its system of eight major interstates.
- Indiana ranks 12th in the number of truck fleets in the United States.
- There are 11 railroads that criss-cross the state.
- There are eight major airlines, plus commuter and air carriers, that service 67 public and 153 private airports in Indiana.
- Indiana has a direct link with both the Atlantic Ocean (through the St. Lawrence Seaway) and the Mississippi River (through the Ohio River).
- The Ohio River, which flows along the southern border of Indiana, carries more commercial traffic than the Panama Canal.
- Indiana ranks 8th in agriculture production, although 38th in land area in the nation.
- In the area of manufacturing, Indiana ranks 9th in manufactured exports, 9th in employment, 9th by value added and 8th in new capital expenditures.
- Two-thirds of the nation's building stone is quarried in Indiana.
- Indiana ranks 7th in terms of coal production and boasts a reserve large enough to continue the present production rate for over 800 years.
- One-half of the state's 680,000-plus manufacturing employees work in three industrial groups: electric machinery (17%), primary metals (16%) and transportation equipment (15%).
- Indiana industries that are No. 1 in national ranking include:
  - mobile homes and recreational vehicles
  - cut limestone
  - wood office furniture
  - fractional horsepower motors
  - pistons and piston rings
  - phonograph records
  - storage batteries
  - centrifugal fans
  - magnetic wire
  - natural glycerin
  - caskets

- Indiana industries that are No. 2 in national ranking include:

  truck trailers and chassis
  fabricated metal for bridges
  electric coils and transformers
  steel bars and structural shapes
  margarine
  basic gelatin
  unmounted bearings and bushings

- Indiana industries that are No. 3 in national ranking include:

  motor vehicle parts and accessories
  industrial speed changers and gears
  parts for internal combustion engines
  raw steel
  prefab wood buildings
  industrial capacitors

- Indiana ranks No. 4 nationally in the number of insurance companies it has.

EXCHANGING INFORMATION GLOBALLY VIA HAM RADIO

This activity is not feasible for every school. It involves getting an FCC radio license and a ham radio. It is included here as a suggestion for those teachers who have experience in, or know of someone who has worked with, amateur radio.

CQ Monvovia Liberia — — CQ Quito Ecuador — — CQ Lima Peru, this is WABWUC Royal Oak, Michigan, calling. For those of you not familiar with amateur radio, this is the calling method used when one goes on the air, and it may be heard originating from the Dondero High School Amateur Radio Club, Royal Oak, MI.

For the past 12 years, I have been involved in amateur (ham) radio. Through this means, we have been able to maintain communications with friends and acquaintances that cover the globe.

The Dondero High School Amateur Radio Club attempts to involve young people in global communications. After a period of study, the students obtain their FCC radio license and go on the air with virtually no spot on the globe out of reach of our signal.

Another method used to stress global communications is the use of ham radio at the conclusion of a teaching unit. After we have studied South America, I will turn on the radio and send out a CQ call for any South American country to respond. Once we have established our contact, be it Brazil, Peru or Venezuela, we introduce ourselves and exchange a few pleasantries. I inform the person that my entire class is listening in on our conversation. I find that this is a great opportunity for the students to personally ask questions and receive an answer directly from our contact in the foreign country.

With the aid of a large world map, we locate the country and city of our radio visitor, and the students are fascinated to see the country and city and hear the voice originating over such a great distance.

Two days are usually spent talking with our global neighbors. The refreshing aspect of this is — "it's happening now." Correspondence would take ten days to two weeks to arrive at its destination. Our radio contact is happening "now." It's a fresh and exciting experience communicating directly with our global neighbors. A radio contact is worth a dozen full color textbooks. I could only wish that more teachers and students had access to radio — to span the oceans and continents and bring a new concept in learning into the classroom.

This is WABWUC signing off.

Paul A. Voegtler

A SELECTED LIST OF CONSULATES SERVING INDIANA

AUSTRALIA — 111 E. Wacker Drive, Chicago, IL 60601

BELGIUM — 333 N. Michigan Ave., Chicago, IL 60601

BRAZIL — 20 N. Wacker Drive, Chicago, IL 60606

CANADA — 310 S. Michigan Ave., Chicago, IL 60601

DENMARK — 360 N. Michigan Ave., Chicago, IL 60601

FRANCE — 219 N. Michigan Ave., Chicago, IL 60611

GERMANY (West) — 104 S. Michigan Ave., Chicago IL 60603

GREAT BRITAIN — 33 N. Dearborn St., Chicago, IL 60602

INDIA — 230 N. Michigan Ave., Chicago, IL 60601

IRAN — Standard Oil Building, 200 E. Randolph Drive, Chicago, IL 60611

IRELAND — 400 N. Michigan Ave., Chicago, IL 60611

ISRAEL — 111 E. Wacker Drive, Chicago, IL 60601

JAPAN — 625 N. Michigan Ave., Chicago, IL 60611

KOREA (South) — 500 N. Michigan Ave., Chicago, IL 60611

MEXICO — 301 N. Wells St., Chicago, IL 60606

NORWAY — 360 N. Michigan Ave., Chicago, IL 60601

PHILIPPINES — 6 N. Michigan Ave., Chicago, IL 60602

POLAND — 1530 N. Astor St., Chicago, IL 60610

PORTUGAL — 2540 S. Wabash Ave., Chicago, IL 60616

SPAIN — 180 N. Michigan Ave., Chicago, IL 60601

SWEDEN — 333 N. Michigan Ave., Chicago, IL 60601

SWITZERLAND — 307 N. Michigan Ave., Chicago, IL 60601

WE DO DEPEND

Today the daily well-being of the citizens of Findlay, Ohio, is irrevocably dependent on the resources, markets and cooperation of people and other nations around the world.

As an example, the inventory of a small flower shop in Findlay (Flowerland at 610 S. Main St.) contains the following imports:

Mums	Colombia
Roses	Canada
Foliage	Mexico
Baskets	Hong Kong
Baskets	Spain
Baskets	Italy
Baskets	Portugal
Baskets	Mexico
Ceramics	Hong Kong
Ceramics	China
Ceramics	National China
Ceramics	Japan
Candles	Germany
Glass vases	Austria
Stands	Philippines
Pewter	Egypt
Brass	India
Platters	U.A.R.
Candle holders	Israel
Wood carvings	Tanzania
Wood carvings	Kenya
Tea cups	England
Glasses	Sweden

SOME GOOD NEWS

A recent questionnaire sent to all the industries in Findlay asked the questions: (1) In what foreign countries do you sell the product you manufacture? (2) From what countries do you purchase goods/or services in order to manufacture your product? Here is a partial list of countries we trade with.

Canada	West Indies
Republic of South Africa	Virgin Islands
Norway	Taiwan
Germany	Philippines
France	Brazil
England	Chile
Italy	Bolivia
Australia	Peru
Indonesia	India
Ireland	New Zealand
Japan	Hong Kong
Libya	Belgium
Pakistan	Bermuda
Spain	Liberia
West Germany	Denmark
Venezuela	Sweden
Jordan	Holland
Lebanon	Austria
Saudi Arabia	Turkey
Netherlands	Afghanistan
Egypt	Iran
Syria	Tanzania
Switzerland	

FINDLAY TRADES WITH EVERY NATION IN THE WORLD.

LIST OF COUNTRIES

Write to the Superintendent of Documents, U.S. Government Printing Office. Washington, D.C. 20402, for any item, or combination of items, from among the following: (1) complete set of all looseleaf *Background Notes* currently in stock (at least 140) — $21.80 per set, plus $5.45 for foreign mailing; (2) one-year subscription service for approximately 77 updated or new *Background Notes* — $1.50 each, plus 40 cents for foreign mailing; and (4) individual *Background Notes* chosen from the list below — 30 cents each, plus ¼ additional of total price for foreign mailing. (Orders of 100 copies or more of the same note sent to the same address are sold at a 25 per cent discount.)

Afghanistan (pub. 7795)
Albania (pub. 8217)
Algeria (pub. 7821)
Andorra (pub. 8578)
Angola (pub. 7[illegible]2)
Argentina (pub. 7836)
Australia (pub. 8149)
Austria (pub. 7955)
Bahamas (pub. 8329)
Bahrain (pub. 8013)
Bangladesh (pub. 8698)
Barbados (pub. 8242)
Belgium (pub. 8087)
Bermuda (pub. 7907)
Bhutan (pub. 8334)
Bolivia (pub. 8032)
Botswana (pub. 8046)
Brazil (pub. 7756)
British Honduras (pub. 8332)
Bulgaria (pub. 7882)
Burma (pub. 7931)
Burundi (pub. 8084)
Cameroon (pub. 8010)
Canada (pub. 7769)
Central African Rep. (pub. 7970)
Chad (pub. 7669)
Chile (pub. 7998)
China, People's Rep. of (pub. 7751)
China, Rep. of (pub. 7791)
Colombia (pub. 7767)
Congo (pub. 7896)
Costa Rica (pub. 7768)
Cuba (pub. 8347)
Cyprus (pub. 7932)
Czechoslovakia (pub. 7758)
Dahomey (pub. 8308)
Denmark (pub. 8298)
Dominican Rep. (pub. 7759)
Ecuador (pub. 7771)
Egypt (pub. 8152)
El Salvador (pub. 7794)
Equatorial Guinea (pub. 8025)
Ethiopia (pub. 7785)
Fiji (pub. 8486)
Finland (pub. 8262)
France (pub. 8209)
French Guiana (pub. 8321)
Guatemala (pub. 7798)
Guinea (pub. 8057)
Guyana (pub. 8095)
Haiti (pub. 8287)
Honduras (pub. 8184)
Hong Kong (pub. 8126)
Hungary (pub. 7915)
Iceland (pub. 8227)
India (pub. 7847)
Indonesia (pub. 7786)
Iran (pub. 7760)
Iraq (pub. 7975)
Ireland (pub. 7974)
Israel (pub. 7752)
Italy (pub. 7861)
Ivory Coast (pub. 8119)
Jamaica (pub. 8080)
Japan (pub. 7770)
Jordan (pub. 7956)
Kenya (pub. 8024)
Khmer Rep. (pub. 7747)
Korea, North (pub. 8396)
Korea, Rep. of (pub. 7782)
Kuwait (pub. 7855)
Laos (pub. 8301)
Lebanon (pub. 7816)
Lesotho (pub. 8091)
Liberia (pub. 7991)
Libya (pub. 7815)
Liechtenstein (pub. 8610)
Luxembourg (pub. 7856)
Macao (pub. 8352)
Malagasy Rep. (pub. 8015)
Malawi (pub. 7790)
Malaysia (pub. 7753)
Maldives (pub. 8026)
Mali (pub. 8056)
Malta (pub. 8220)
Martinique (pub. 8320)
Mauritania (pub. 8169)
Mauritius (pub. 8023)
Mexico (pub. 7865)
Monaco (pub. 8670)
Mongolia (pub. 8318)
Morocco (pub. 7954)
Mozambique (pub. 7965)
Muscat and Oman (pub. 8070)
Norway (pub. 8228)
Pakistan (pub. 7748)
Panama (pub. 7903)
Paraguay (pub. 8098)
Peru (pub. 7799)
Philippines (pub. 7750)
Poland (pub. 8020)
Portugal (pub. 8074)
Portuguese Guinea (pub. 7966)
Qatar (pub. 7906)
Romania (pub. 7890)
Rwanda (pub. 7916)
San Marino (pub. 8661)
Saudi Arabia (pub. 7835)
Senegal (pub. 7827)
Seychelles (pub. 8246)
Sierra Leone (pub. 8069)
Singapore (pub. 8240)
Somali Dem. Rep. (pub. 7881)
South Africa (pub. 8021)
South West Africa (pub. 8168)
Southern Rhodesia (pub. 8104)
Spain (pub. 7800)
Spanish Sahara (pub. 7905)
Sudan (pub. 8022)
Sri Lanka (pub. 7757)
Surinam (pub. 8268)
Swaziland (pub. 8174)
Sweden (pub. 8033)
Switzerland (pub. 8132)
Syria (pub. 7761)
Tanzania (pub. 8097)
Thailand (pub. 7961)
Togo (pub. 8325)
Tonga (pub. 8594)
Trinidad and Tobago (pub. 8306)
Tunisia (pub. 8142)
Turkey (pub. 7850)
Uganda (pub. 7958)
U.S.S.R. (pub. 7842)
United Arab Emirates (pub. 7901)
United Kingdom (pub. 8099)
Upper Volta (pub. 8201)
Uruguay (pub. 7857)
Vatican City (pub. 8258)
Venezuela (pub. 7749)
Viet-Nam, North (pub. 8505)

French Territory of Afars and Issas (pub. 8429)
Gabon (pub. 7968)
The Gambia (pub. 8014)
Germany, East (pub. 7957)
Germany, Fed. Rep. of (pub. 7834)
Ghana (pub. 8089)
Greece (pub. 8198)
Guadeloupe (pub. 8319)
Nauru (pub. 8595)
Nepal (pub. 7994)
Netherlands (pub. 7967)
Netherlands Antilles (pub. 8223)
New Zealand (pub. 8251)
Nicaragua (pub. 7772)
Niger (pub. 8293)
Nigeria (pub. 7953)
Viet-Nam, Rep. of (pub. 7933)
Western Samoa (pub. 8345)
Yemen Arab Rep. (pub. 8170)
Yemen, People's Dem. Rep. of (pub. 8368)
Yugoslavia (pub. 7773)
Zaire (pub. 7793)
Zambia (pub. 7841)

FOREIGN STUDENTS ENROLLED AT INDIANA UNIVERSITY — FALL 1977

WESTERN HEMISPHERE	
Argentina	9
Bahamas	1
Brazil	15
Canada	93
Chile	6
Colombia	8
Costa Rica	4
Cuba	4
Dominican Republic	2
Ecuador	3
El Salvador	2
Guatemala	1
Guyana	3
Haiti	1
Honduras, British	1
Honduras	1
Jamaica	4
Mexico	9
Nicaragua	3
Panama	1
Peru	12
Trinidad/Tobago	5
Uruguay	1
Venezuela	32

FAR EAST/PACIFIC	
Australia	18
Hong Kong	58
Indonesia	8
Japan	59
Korea, South	57
Laos	1
Macao	1
Malaysia	58
Philippines	18
Singapore	9
Taiwan	105
Thailand	56
Tibet	1
Vietnam, South	8

AFRICA	
Algeria	11
Angola	2
Cameroon	2
Congo, Kinshasa	1
Ethiopia	5
Gambia	1
Ghana	4
Kenya	7
Lesotho	1
Liberia	3
Libya	34
Malagasy	1
Malawi	1
Mali	2
Nigeria	67
Rhodesia	3
South Africa	10
Sierra Leone	2
Sudan	15
Swaziland	2
Tanzania	4
Togo	1
Tunisia	1
Uganda	7
Zaire	1
Zambia	1

MIDDLE EAST/SOUTH ASIA	
Abu Dhabi	12
Afghnistan	5
Bangladesh	6
Ceylon	1
Cyprus	5
Dubai	1
Greece	11
India	33
Iran	109
Iraq	13
Israel	23
Jordan	11
Kuwait	2
Lebanon	11
Muscat/Oman	5
Nepal	2
Pakistan	17
Qatar	3
Saudi Arabia	107
Turkey	12
UAR	25
Yemen	1

EUROPE	
Austria	2
Denmark	1
Finland	2
France	23
Germany, West	37
Hungary	1
Ireland	3
Italy	5
Netherlands	2
Norway	4
Poland	7
Rumania	5
Spain	8
Sweden	4
Switzerland	7
United Kingdom	39
USSR	3
Yugoslavia	2

SOURCES OF INFORMATION, MATERIALS AND SERVICES

Included here is a mere sampling of the many agencies, organizations, associations and other groups that disseminate information related to your community and the world. The majority of these sources are willing not only to provide information from their sources but also to suggest other appropriate sources. There is an amazing amount of data and materials available on virtually any topic in the field of international activities involving your community. The brief listing provided here is indicative of many of the sources which are often as close as your telephone directory, local newspaper, chamber of commerce, local business or your state department of commerce.

GENERAL SOURCES

Government agencies and civic, professional, religious, business, agricultural and industrial organizations along with the media provide most of the information needed for a study of Indiana and the world. The Bureau of the Census of the U.S. Department of Commerce is probably the single most important source. Your school library or the public library in your area is likely to have some excellent sources of information.

The Statistical Yearbook, published by the United Nations, provides data on population, trade, income and many other areas.

World Statistics in Brief, published by the United Nations, provides demographic, economic and social data on 139 countries. Similar information can be found in *The Oxford Economic Atlas*, published by the Oxford Press.

Encyclopedias, almanacs, news magazines and business reports are all good sources of information.

Most local telephone books provide a listing of U.S. and Indiana government agencies with offices in your community. Agriculture, defense, commerce and general services are the most likely federal government agencies to have local offices.

A great many civic, religious and business groups exist in most communities. Consult your local phone book to compile a list of such organizations. Chambers of commerce, labor unions, churches, Rotary, Lions, 4-H Clubs, League of Women Voters and Farm Bureaus are among such groups.

International centers, world affairs councils, ethnic organizations, colleges or universities are also found in many communities and are generally good sources of information about your home town's links to the world.

CURRENT SOURCES

Directory of Resources in Global Education, published by the Interorganizational Commission for International/Intercultural Education, can be ordered postpaid by sending $2.50 to: Overseas Development Council, 1717 Massachusetts Ave., N.W., Suite 501, Washington, D.C. 20036. The directory identifies materials, services, publications and personnel from more than 80 resources in the U.S. concerned with global perspectives in education. It is a practical guide for teachers, teacher educators, curriculum supervisors, administrators, students, community leaders and others interested in international/intercultural education.

Global Perspectives: A Bibliography, by Patricia Basa and Tony Codianni, can be ordered from the Mid-America Program for Global Perspectives in Education, Social Studies Development Center, 513 N. Park, Bloomington, IN 47401 for $1.00. This annotated bibliography is designed to aid teachers in finding resources and suitable classroom materials that introduce and incorporate global perspectives into the curriculum. The emphasis is on the interrelatedness of world problems and issues as well as areas of the world. Included are books, articles, newsletters and other lists of bibliographies for teacher preparation and materials for classroom use.

Trade Winds, published by the International Trade Division of the Indiana Department of Commerce, is available through their office. It is a compilation of foreign trade and investment opportunities, overseas trade fairs and exhibitions, domestic seminars and conferences and other newsworthy items of interest to the international community in Indiana.

SELECTED SOURCES OF CONTINUING INFORMATION

The Bridge, A Journal of Cross-Cultural Affairs, is published quarterly by the Center for Research and Education, 2010 E. 17th Ave., Denver, CO 80206. It includes reprints from the popular press, original articles and a people-to-people classified ad section. Subscriptions are $10.00 a year.

Development Forum is a monthly newspaper published free of charge by the Centre for Economic and Social Information (CESI), United Nations,

Palais des Nations, CH-1211 Geneva 10, Switzerland. Areas of interest include development education, disarmament and development, economic development, environment, population, social development and trade. When ordering *Development Forum*, your name, address, country and organizational affiliation are requested.

ERIC (Educational Resources Information Center) is a nationwide information system designed to help educators keep up to date in their field. ERIC/ChESS, Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, CO 80302, has produced a number of valuable documents in the world studies field. Included are — *Off the African Shelf: An Annotated Bibliography; The Status of World History Instruction in American Secondary Schools; Teaching International Relations; Global Dimensions in the New Social Studies; A Preliminary Review of the Intercultural Dimensions in International/Intercultural Education, Grade K-14.*

They also publish *Keeping Up*, a free newsletter containing announcements of all publications, news items and a selection of abstracted documents.

Focus on Asian Studies is a newsletter published three times a year at a cost of $2.00. It is available from the Service Center for Teachers of Asian Studies, Association for Asian Studies, Ohio State University, 29 W. Woodruff Ave., Columbus, OH 43210. News and information on activities of organizations interested in Asian studies, teaching ideas and extensive annotated lists of materials and books are included in each issue.

Headline Series is published five times a year by the Foreign Policy Association, 345 E. 46th St., New York, NY 10017, at a cost of $1.40 per copy. Back copies are also available. Over 70 titles are listed in their catalog. Included are: 15 titles on Asia; 14 titles each on Africa, Latin America, the Middle East, U.S. foreign policy problems, and the U.N. These 60-page booklets provide background information and analysis on current topics.

Ideas and Action Bulletin is published monthly, except in the summer, by the Coordinator, FFH/Action for Development, FAO, 00100 Rome, Italy. The Freedom From Hunger campaign and Action for Development are joint projects of the U.N. and the Food and Agriculture Organization, a specialized agency of the U.N. Many of the articles are written by Third World personnel involved in development efforts. The *Bulletin* has short articles on development projects in various parts of the world.

Intercom is presently published by the Center for Global Perspectives, three to five times a year. Subscription rates are $6.00 a year, with bulk rates available from *Intercom*, 218 E. 18th St., New York, NY 10003. Emphasis is placed on practical teaching suggestions and material suitable for use in the classroom.

InterCulture News is a newsletter published free of charge by InterCulture Associates, Inc., Box 277, Thompson, CT 06277. InterCulture Associates specializes in the importation of books, records and artifacts, primarily from Asia and Africa. Filmstrips and slides are also available. The newsletter contains editorials on the educational philosophy behind the company and news of its activities and those of other organizations with similar interests.

The InterDependent is a monthly newspaper of the United Nations Association, 345 E. 46th St., New York, NY 10017. It provides background information on current world issues. Trial offer is $5.00 per year.

MEMOS is published six times a year for teachers of global studies by the Global Development Studies Institute, P.O. Box 522, 14 Main St., Madison, NJ 07940. It reviews recent publications and developments related to the teaching of global studies. Subcriptions are $2.00 per year.

News and Notes on the Social Sciences is published twice a year by the Coordinator for School Social Studies, 513 N. Park, Indiana University, Bloomington, IN 47401 and is free of charge. Articles on projects, reviews of books and lists of free and inexpensive materials are included in each issue. Articles by teachers, news of conferences, etc., are also included.

Simulation/Gaming/News is published five times a year at a cost of $4.00 a year (check with order) by Simulation/Gaming/News, Box 3039, University Station, Moscow, ID 83843. It is an excellent way of keeping up with books, games, conferences, etc., on simulations and games for the classroom. Reviews of new materials and news, articles on various aspects of simulations and their use are included. The interested novice as well as those familiar with simulations and games will find *S/G/N* useful as a way to find out what is happening in a rather fluid field.

Transition is a bimonthly publication of the Institute of World Order, Inc., 1140 Avenue of the Americas, New York, NY 10036. It is an organization involved in promoting the values of peace, social justice, economic well-being and ecological balance through research and education.